LB
1727
C5C47

The University of Chicago
Libraries

GIFT OF

Dai-Wen Chang

The University of Chicago

Founded by John D. Rockefeller

THE LIBRARY OF THE RELEASED UNIVERSITY OF CHICAGO

The Training of Teachers in China.

A Desertation

Submitted to the Faculties

of the

Graduate School of Arts and Literature

in Candidacy for the degree of

Master of Arts

(Department of Education)

By

Nai-Wên Chêng

of

Peking, China.

Chicago

June Convocation

1917

The University of Chicago

Founded by John D. Rockefeller

LB1727
C5C47

The Training of Teachers in China.

A Dissertation

Submitted to the Faculties

of the

Graduate School of Arts and Literature

in Candidacy for the degree of

Master of Arts

(Department of Education)

By

Mei-Yen Cheng

of

Peking, China.

Chicago

June Convocation

1917

~~519559~~

The Training of Teachers in China.

1
Copy
I
22
52

Contents

Chapter 1. Introduction.

Inauguration of the new educational system---- aim of new education as announced in the decree issued by Emporer Kuang Hsu---aim of new education as announced by the Ministry of Education of the Republic of China in 1912--President Li Yuan Hung's interest in education---President Li's memorial to the Ministry of Education---training of teachers important---efforts to establish schools for training teachers ---purpose of the thesis---key to the bibliographical references page 1

Chapter 2. The controlling agencies of the educational system and its present status.

Ministry of Education has the general control over all educational affairs throughout the whole country--- departments and bureaus----commissioner of education is the chief officer for educational affairs in the provinces---grading of schools---a chart----course of study---kindergartens--- elementary schools----higher elementary schools---functions of the subjects---half-day schools---middle schools---course of study----the present condition---remedies to overcome certain difficulties---tables of figures---educational difference due to several factors---auxiliary educational agencies------conclusion. Page 5

Chapeter 3. Problem of preparation of teachers.

Difficulty of finding enough of teachers for the newly established schools--teachers of the old type---teachers from the graduates of the missionary schools---teachers from the ranks of the effete literati class, many having attended schools in Japan---foreign teachers--normal schools and teach-

127078

ers training schools--aim and requirement of the normal schools---a chart---curriculum---girls' normal schools---a chart---aim of the higher normal schools---curriculum--a chart---requirement for establishing normal schools---finances of normal schools---tuition fees----a chart----requirement for expulsion of a student from a normal school service of graduates of normal schools required by law---a chart---teachers training schools---aim and requirements--curriculum---a chart. Page 24

Chapter 4. Certification and pay of teachers.

System of certifying teachers---certification without examination---certification with examination---subjects foe examination---privileges or compensations for teachers---pay of teachers---Kuang-Tung Province system of paying teachers---Hu-Nan Province system of paying teachers--- inconsistency in educational policy--a chart---conclusion. page53

Chapter 5. Conclusion. Page 62

Bibliography Page 64

Chapter 1.

Introduction.

Among the reforms recently introduced onto China none will have more far-reaching effects than the introduction of the new system of education. The year 1905 marked the beginning of modern education in China. In this year the old literary examination was abolished. This means a separation of the civil service examination system from the educational system proper, and it is of great significance in the history of education in China. In this year the new system of education was formally inaugurated by the government and, ever since then, there has been considerable activity in establishing schools of the new type.

The decree issued by the Emporer Kuang Hsu of the Manchu dynasty, in 1905, abolished the examination system, and at the same time declared the aims of the new education, as follows: "The aim of education shall be fivefold; namely, 1. loyalty to the sovereign; 2. reverence to Confucius; 3. cultivation of public spirit; 4. development of military spirit; and 5. learning based on practicability." "If the first aim is realized there will be a close relation between the sovereign and the people. Every one must understand that the love of his country is the chief force operating for the preservation of his family. Under the second aim, learning will be based on moral principles which make for the salvation of the world. Under the third, every man will possess the spirit and strength for social co-operation. Under the fourth, every man must have a military spirit and inclination, for on these the preservation of the state depends. Finally, under the last aim, the study of agriculture, engineering, commerce, and other industrial subjects will be encouraged and promoted with the view of improving economic conditions of the nation and the people"(4:1, No. 11, '06).

After the Revolution of 1911 the Ministry of Education declar-

chapter I.

introduction.

ed in favor of a type of education, somewhat different from that advocated in 1906. The new education was to inculcate in those who go to school the following virtues: loyalty to the sovereign, reverence for Confucius, devotion to public welfare, admiration for the martial spirit, and respect for what is practical. Education is now conceived as a means of cultivating moral character in the young(2:1, No. 2, '12). Mr Tsai Yuan Pei, the first Minister of Education, defined the ethical education as that education which instills into the minds of the people the right knowledge of Liberty, Equality, and Fraternity(7:254, '13).

Since the beginning of his administration, President Li Yuan Hung's interest in education has been apparent. He has stressed the need of schools on every occassion, encouraged the work of educational institutions by the deep personal interests he shows on visits of inspection, by personal word and letter, by contribution, and often by public mandate. That the subject is much on his mind, and that he spends much time in planning for the education of the nation, is evidenced by one of his recent memorials addressed to the Ministry of Education. It reads as follows(2:1, March, 17):

"Education is the only factor which will improve the administration of a country and afford effective protection to the nation. Since the inauguration of the republic, mandates and orders have repeatedly been issued encouraging education; but on account of the difficulties of the government and the constant disturbances, failure has been experienced in connection with educational affairs. After careful consideration I have been convinced there is no method of consolidating the foundation of the republic and improving the administration, unless the moral tone of society be uplifted and the minds of the public be developed.

In view of the vastness of the territory of our nation with its dense population, much will depend on the efforts of local officials, if we are to have a universal education like that of other nations. Dis-

trict magistrates are officials in close contact with the people; therefore it is their duty to promote education and to raise men of talent for government service. If they allow the children of their districts to neglect school, they are not doing their duties satisfactorily. The Ministry of Education is hereby instructed to issue orders to the chief administrative officials of the various provinces and special administrative areas to devise means for the improvement of the educational affairs within their respective jurisdictions. They should make great progress in order that in the near future education will be universal in our country. The merits and demerits of magistrates shall hereafter be judged in connection with their efforts or negligence in caring for the educational condition of their respective districts, and they shall be commended or reprimanded accordingly. The educational supervisors of both the Ministry of Education and of the provinces and special administrative areas are hereby instructed to exercise diligence in their tours of inspection and to encourage the educational officers of the country. It is my hope that great progress may be made and that the foundation of the nation may be consolidated."

The leading statesmen and educators of China all realizes the fact that the popular government can only be successfully carried on where the people are intelligent, and that the value of the schools depends almost entirely on the ability, knowledge, and skill of teachers. Like every other complex and difficult art, the art of teaching can be acquired only through careful training and conscious application of underlying principles. The consciousness of these facts has given rise in China to a type of schools, the so-called normal schools and teachers training schools, for the purpose of giving young men and women preparing for teaching such instruction in principles, methods, and devices, and such practice in their application as will enable them to begin their work of teaching with some degree of success.

Under the old educational regime China can not be said to have possessed any government schhols, and certainly no governmenh normal schools nor teachers training schools. All education was left to private effort, but literary attainment was determined and rewarded by the government through its system of competitive examinations. Since the introduction of the new educational system, China has been aware that the success of her new educational institutions depends upon the qualifications which the teachers should have in order to diffuse the new learning. As a result of this realization efforts have been made to establish normal schools and teachers training schools.

The purpose of this thesis is not to enter into a discussion of the old system of education, nor is its purpose to treat the educational work done in the mission schools and universities, but to show how China is solving the problem of supplying her modern schools with competent teachers. In this paper attention will be centered on the normal schools.

In the next chapter a brief outline of the modern educational system, its controlling agencies, the course of study in the lower schools and its present conditions will be given so as to furnish a background for the discussion to follow.

Key to the bibliographical references.

The reports or books from which references are made in this paper are included in the bibliography, which is presented at the end of this paper. The source of each reference is indicated by three or four figures inmparenthesis. The first figure refereto the book by its number in the bibliography at the end of this paper, and the second figure refers to the page in the book, the third figure refers either to volume or to number of the series, and the fourth gives the year.

Chapter 3.

The controlling agencies of the educational system and its present status.

The modern educational system is a highly centralized one. It is entrusted to the Ministry of Education, which is closely related to other ministries of the Government, education being recognized as a state function. The Ministry of Education was created in 1905, when the ancient government examination system was abolished and the modern educational system introduced. According to the plan approved by the Throne in 1906, the Ministry of Education was organized as follows: it had at its head a president, subordinate to him were two vice-presidents two first-class assistants, two second-class assistants, and four third-class assistants. These officers were assisted by five departments into which the Ministry of Education was divided, namely, the department of general supervision, the department of professional education, the department of technical education, and the department of finance. Three of the five departments were sub-divided into three bureaus each, the others each consisting of two bureaus. Each department had a senior secretary in charge, and each bureau had a secon-class secretary or two third-class secretaries. Besides, there were twelve national inspectors of schools appointed by the Ministry of Education. At the present time the Ministry of Education has one Minister and one vice-minister assisted by a number of secretaries, and sixteen inspectors(3:8,No.2,'13). The Ministry of Education codifies educational laws, appoints national inspectors, prepares and approves textbooks, prescribes the courses of study. The Ministry also has the power to remove from office any unsatisfactory teachers or educational officers, and nominates provincial commissioners of education. In short, the Ministry of Education has absolute control of all educational matters of the country.

the establishment of the Republic of Iran.

In the following chapter,

In the provinces the chief controlling officers in educational affairs is the Commissionersof Education,appointed formerly by the Throne and now by the President of the Republic of China(3:8,No.2,'13). He is assisted by a number of officers and by a provincial Board of Education. All the officers of this Board are nominated by the Ministry of Education and confirmed by the President of the Republic of China. The provincial Commissioner of Education is of the same rank as the provincial treasurer and the justice,and is under the control of the governor,who,in turn,is under the control of the Ministry of Education in matters relating to education. It is the duty of the Commissioner of Education to enforce the regulations of the Ministry of Education;to report to the governor any prefectural or district magistrate who is not carrying out the regulations of the Ministry of Education;to make yearly reports of all the schools in the province and present them to the governor who will forward the reports to the Ministry;to provide with the cooperation of the provincial treasurer that the funds are at hand for the schools;to certify teachers;to recommend six provincial inspectors of schools for appointment by the governor. In case of urgent business the Commissioner of Education is permitted to communicate directly with the Ministry of Education at Peking. In districts the magistrates are responsible for carrying out the educational work. They are subordinate to,and under the control of the Commissioner of Education in matters relating to education. Those local officials are assisted by the educational societies of the districts,lecture associations,and all other educational institutions of the districts in carrying out the educational program.

The grading of schools is as follows:-

1.The kindergarten.

2.The lower Elementary,Industrial,and Preparatory schools.

3.The Higher elementary,Elementary(B class)Industrial schools.

4. Middle schools, lower normal, higher (A class) industrial, and supplementary courses schools.
5. Colleges, college preparatory, higher normal, and professional schools.
6. The university.
7. The graduate schools.

The relation of these schools to each other is shown in the chart on the next page. The nomenclature is somewhat different from that of America, the middle schools corresponding very closely to the American high school, the high school to the first years of the American college or the German Gymnasium. The university following the German plan consists of eight special faculties. For the purpose of giving some idea of what kind of training the teachers for the elementary and secondary schools should have, a more or less detailed discussion of course of study of these schools is given in the following.

Kindergartens are designed for the care and instruction of children between three and seven years of age. A kindergarten shall not have more than one hundred children; but under special conditions the number of children may be increased to one hundred and sixty. The children under a teacher shall not be over thirty. The curriculum for the kindergartens consists of conversation, music, amusements, and hand arts (3:38, No. 12, '15).

The elementary schools are designed to give to children above seven years of age the knowledge necessary for life, to develop their physical welfare, and to cultivate their taste for morality and patriotism. The course of study covers a period of four years. The curriculum of study for the elementary schools consists of nine subjects, namely, ethics Chinese classics, Chinese literature, arithmatic, manual training, drawing, singing, physical exercises, and sewing (for girls). The time devoted to each subject is given in the following table (3:40, No. 12, '15):

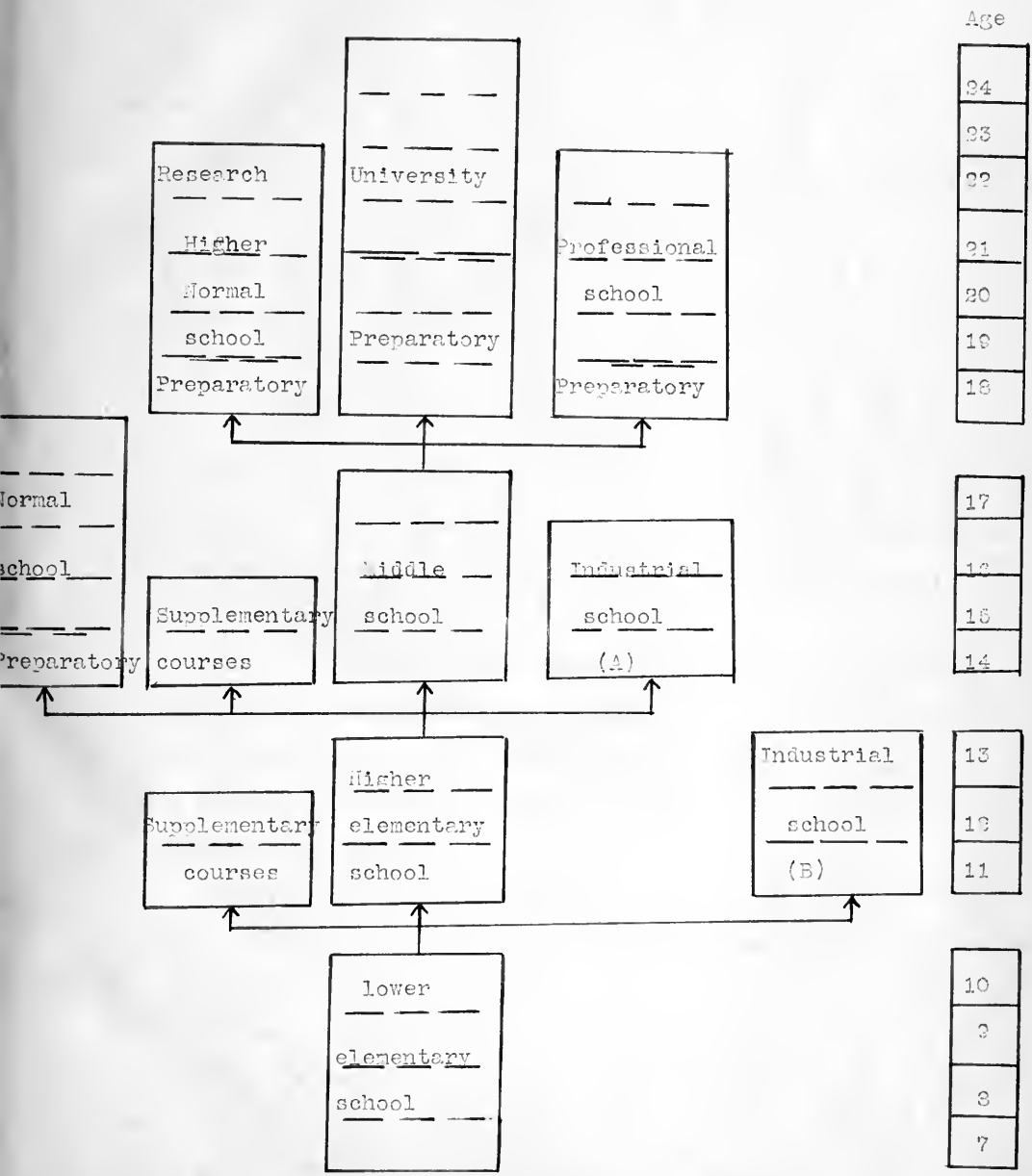
Chart 1

Orgganization

of

the new school system

1912.



Subject:	No. of hours per week in the four years: 1st yr.	2d yr.	3rd yr.	4th yr.
Ethics	2	2	2	2
Chinese classics	---	---	3	3
Chinese literature	10	12	14	14
Arithmatic	5	6	6	5
Manual training	1	1	1	1
Drawing	---	1	1	2 (boys) 1 (girls)
Singing	4	4	1	1
Physical exercise			3	3
Sewing(for girls)	---	---	1	2
Total	22	26	31 (boys) 33 (girls)	31 (boys) 33 (girls)

Each of these subjects has its significant functions in developing and unfolding the capacities of the child. The Ministry of Education in its educational ordinance outlines the functions of each of the subjects as follows(3:27,No. 12,'15):

Ethics. The aim of this course is to cultivate in the child practical moral behavbour based on educational principles,to cultivate in him patriotism and a spirit of self-reliance,and to disclose to the child the virtues and the civic duties;the teacher himself shall set a moral example to his pupils.

Chinese classics. This course is to teach the child the doctrine and teachings of our sages,and to cultivate in the child patriotism.

Chinese literature. This course is to teach the child the universal language,to develop his capacity of expressing his ideas,and to develop and unfold his wisdom and talents. In this course the child

shall be taught to pronounce and write simple words;gradually the child be taught to read and write simple compositions.

Arithmatic. This course is to teach the child the problems of every day life,to increase his understanding of living,and to develop in him an accurate and thoughtful mind. This subject covers addition,subtraction,multipication,division,simple fraction,and percentage.

Manual training. The aim of this course is to cultivate in the child a love for work,and to develop in him a habit of industry.

Drawing. This subject is for the purpose of preparing the child for future industrial and mechanical life.

Singing. This subject is to teach hhe child sing simple and easy songs,and to develop in him a love for virtue,harmony,and co-operation.

Physical exercises. This subject is to develop the child's physique, to develop in him a spirit of co-operation. This course includes outdoor games and physical drill.

Sewing. This course is for girls,and the object of which is to make the child familiar with the ways and methods of sewing and cutting,and also to develop in her a habit of economy.

The higher elementary schools are designed to cultivate the moral nature of the youth,to enlarge his knowledge necessary for life, and to develop his physique. Graduates of the elementary schools and children below the age of fifteen having equivalent preparation are admitted. The curriculum covers a period of three years,and includes the following subjects:ethics,Chinese classics,Chinese literature,arithmatic, history of China,Chinese geography,nature study,manual training,drawing, Singing,physical exercises,agriculture,household arts,and foreign language(agriculture may be substituted with commerce). The distribution of time on each subject is as follows(3:47,No. 13,'15):

Subject:	No. of hours per week in the Three years; 1st yr.	2d yr.	3rd yr.
Ethics	2	2	2
Chinese classics	3	3	3
Chinese literature	10	8	8
Arithmatic	4	4	4
History of China	1	2	2
Chinese geography	1	2	2
Nature study	1	2	2
Manual training	2 (boy) 1 (girl)	2 (boy) 1 (girl)	2 (boy) 1 (girl)
Drawing	2 (boy) 1 (girl)	2 (boy) 1 (girl)	2 (boy) 1 (girl)
Singing	2	2	2
Physical exercise	3	3	3
Agriculture or commerce	---	2	2
Household arts	2	4	4
Foreign language	---	2 (optional)	2 (optional)
Total	32	34	34

The functions of each of these subjects offered in the higher elementary school are as follows(3:44,No.12,'15):

Ethics. The function of this course is the same as defined in the elementary school. The content is advanced.

Chinese classics. The function of this course is essentially the same as in the elementary school. The content is advanced.

Chinese literature. The function of this course is essentially the same as in the elementary school. The work is a continuation of the same course in the elementary schools.

Arithmatic. The function of this subject is practically the same as in the elementary school,only advanced in text.

History of China. The subject is to teach the pupils to understand the principal facts in the nation's history and to inspire

them, to impress upon them the experience of the race, to teach them the origin of civilization. This subject lays special emphasis on the good and wise deeds of the ancient and modern men and the important events of the preceding hundred years.

Geography. The aim of this course is to impart to the children a conception of the world, the manners of living of all human beings, and a full knowledge of the area of China, for the purpose of cultivating a moral and patriotic citizen. This subject covers the following topics: climate, provincial divisions, capitals, products, transportation, the shape of the earth and its way of moving, a few principal facts regarding foreign countries, and the relation and position of China to the world in her political and economical problems.

Nature study. The aim of this subject is to cultivate in the child a love for nature and a taste for nature, and to show the relation of human beings to nature. This course includes the elementary facts of botany, zoology, mineralogy, physiology, physics, and chemistry, and hygiene.

Agriculture. This subject is to give the child a conception of the principles of agriculture and to develop in him a habit of industry and economy.

Commerce. The aim of this course is to teach the child the principles of commerce and to develop in him a habit of industry and honesty.

Foreign language. The function of this subject is to give him a knowledge of foreign language for practical use.

Household arts. The aim of this course is to give the child a clear understanding of the methods of taking care of the house, and to cultivate habits of industry, economy, and cleanness. This course includes sewing and the principles of household arts.

Besides the elementary and the higher elementary schools there

are three or four other educational institutions which are doing a work somewhat like the work done in the elementary schools, namely, the supplementary course which is left to the discretion of the director or president of the school, the open-field school, the half-day school, and the language-made-easy school. The last mentioned three schools are practically the same in organization and curriculum. The curriculum consists of the following subjects(3:10,No.1,'14):ethics, Chinese classics, arithmatic, and physical exercises. The distribution of time on each of these subjects per week is as follows:

Ethics	1	Chinese classics	12
Arithmatic	3	Physical exercises	9

The middle schools are organized to provide higher general education for children between the ages of fourteen and seventeen, to prepare them to enter the higher institutions of learning, or to enter political and industrial life. The course of study covers four years and includes the following subjects, ethics, Chinese classics, foreign language history, geography, mathematics, biology, physics, chemistry, civics and economics, drawing, and physical training. The distribution of time is as follows(3:1,No.16,'13).

Subject:	No.of hours per week in the four years:			
	1st yr.	2d yr.	3rd yr.	4th yr.
Ethics	1	1	1	1
Chinese classics	7 7 (girl)	7 6 (girl)	5 5 (girl)	5 5 (girl)
Foreign language	7 6 (girl)	6 6 (girl)	6 6 (girl)	3 6 (girl)
History	3	3	3	3
Geography	2	2	2	2
Mathematics	5 4 (girl)	5 4 (girl)	5 3 (girl)	4 3 (girl)
Nature study	3	3	2	---
Physics & chemistry	---	---	4	4
Civics & economics	---	---	---	2

(continued from last page):

Subject:	No. of hours per week in the four years: 1st yr.	2d yr.	3rd yr.	4th yr.
Drawing	1	1	1	2
(for girls)	1	1	1	1
Manual training	1	1	1	1
Music	1	1	1	1
Physical culture	3	3	3	3
(for girls)	2	2	2	2
Household arts & gardening (for girls)	---	2	2	2
Sewing (for girls)	2	2	2	2
Total (for boys)	33	34	35	35
(for girls)	32	33	34	34

The present condition of the educational activities may be best inferred from the following statistics from the year 1916 published by the Ministry of Education(5:1,No. 6,'16):

Name of Institutions:	No.of schools:	No. of pupils:	Expenditure:
Universities* (one national & 8 provincial)	9	4,026	not given
Professional colleges	71	14,103	not complete
Higher normal schools(1915)	10	2,115	$ 243,406 silver
Normal schools(1915)	141	21,137	3,566,546
Middle schools(1915)	403	80,653	3,625,477
Higher elementary schools(1914)	7,345	403,[illegible]	2,196,955
Elementary schools(1914)	98,923	5,040,744	15,442,349
A class industrial schools(1915)	94	13,961	350,385
B class industrial schools(1915)	350	9,731	193,581
Girls' professional schools(1915)	14	1,169	74,731
Open-field schools(5:23,No.10,'16) (In Peking & vicinity only)	11	1,280	not given

* Missionary universities are not included.

Note: $ 1.00 silver= $.60 gold approximately.

(continued from last page)

Name of Institutions:	No.of schools:	No. of pupils:	Expenditure:
Half-day schools(3:23,No.10,'16)	1,198	1,850	not given
Supplementary courses(3:23,No. 10,'16)	36	900	not given
Language-made-easy schools	4,500	1,600	not given

The bove figures reveal the fact that China has made a considerable progress in the field of new education in the last twelve years. There are many difficulties to be overcome in developing educational facilities throughout the whole country. First of all, there is the difficulty of the language, which is without an alphabet and makes learning to read a task much more difficult than in the countries where there is one. Many attempts to overcome this difficulty have been made in recent years. The chief of these are the following: 1. abandonment of mechanical memorizing and substitution in its place of the more rational process of teaching the meaning along with the characters; 2. publication of books and papers in colloquial characters; 3. introduction of simple words and methods of expression; 4. introduction of mandarin, the most universally spoken Chinese language, into the school curriculum. Second, besides the difficulty of language, there are the difficulties of supplying the system with sufficient teachers and revenue. In the following tables, it will be clearly shown that there is a wide difference between the different provinces in the extent to which they offer educational opportunities to the people of the provinces. Some have made rapid progress while others are far behind in the development of modern education.

In the next few pages attention will be given to the statistics of the normal schools and the schools below. A comparison will be made of thenumber of schools, the number of pupils and the amount of expenditure of the several provinces. In some cases the figures are approximatious only, and in others no definite facts were reported. The figure will however give some idea of the present condition of the modern educational activities in China.

Distribution of the Higher Normal Schools

in

different provinces (3:12,No. 9,'16):

Province:	No.of H.N.Schools:	No. of Pupils:	Expenditure:
Chih-Li	2	914	$ 445,240
Hu-Pei	1	197	111,600
Shan-Tung	1	40	36,000
Ho-Nan	1	60	26,000
Kiang-Su	1	110	43,200
Hu-Nan	1	239	85,952
Szu-Chuan	1	190	71,914
Kiang-Si	1	118	54,000
Kuang-Tung	1	317	81,500
	10	2,115	$ 935,406

Distribution of Normal Schools

in

different provinces(3:4,special No.,'16):

Province:	No.of N.Schools:	No.of pupils:	Expenditure:
Chih-Li	84	7,585	274,795
Feng-Tien	53	4,261	2,375,020
Kirin	17	not given	300,000
Hei-Lung-Kiang	4	570	99,331
Shan-Tung	9	1,473	99,750
Ho-Nan	34	2,313	117,259
Shan-Si	33	1,682	114,000
Kiang-Su	19	3,516	491,972
An-Hui	8	not given	64,000
Kiang-Si	6	not given	79,010
Fu-Kien	4	not given	53,070
Che-Kiang(1914)	45	2,772	93,852
Hu-Pei	4	851	111,248
Hu-Nan	6	not given	not given
Shen-Si	3	933	72,370
Kan-Su	4	not given	not given
Hsin-Kiang(1915)	1	80	not given
Szu-Chuan	69	406	3,812,033
Kuang-Tung	23	not given	not given
Kuang-Si	3	not given	18,355
Yun-Nan	7	not given	not given
Jehol	1	65	5,000

Distribution of Middle Schools

in

different provinces (3:4, special No., '16):

Province:	No. of M. Schools:	No. of pupils:	Expenditure:
Chih-Li	36	7,161	$ 82,633,952
Feng-Tien	18	2,591	2,375,020
Kirin	6	not given	not given
Hei-Lung-Kiang	2	410	35,914
Shan-Tung	21	3,882	139,420
Ho-Nan	15	2,348	118,048
Shan-Si	9	1,294	66,800
Kiang-Su	9	1,647	155,487
An-Hui	5	not given	60,000
Kiang-Si	13	not given	115,151
Fu-Kien	17	not given	94,230
Che-Kiang	24	4,692	657,391
Hu-Pei	22	2,296	140,401
Hu-Nan	34	not given	not given
Kan-Su	4	not given	not given
Shen-Si	6	1,355	202,220
Hsin-Kiang	no		
Szu-Chuan	63	11,293	470,108
Kuang-Tung	44	5,300	not given
Kuang-Si	21	not given	150,000?
Yun-Nan	2	not given	10,472
Kuei-Chow	2	not given	not given
Jehol	2	177	14,339
Suei-Yuan	1	105	12,766

Treat-Plan	0	Pay Plan	1,762
Pay-Plan	1	Pay Plan	1,762
Pay-Plan	2	Pay Plan	1,762
Pay-Plan	3	Pay Plan	1,762
Pay-Plan	4	Pay Plan	1,762
Pay-Plan	5	Pay Plan	1,762
Pay-Plan	6	Pay Plan	1,762
Pay-Plan	7	Pay Plan	1,762
Pay-Plan	8	Pay Plan	1,762
Pay-Plan	9	Pay Plan	1,762
Pay-Plan	10	Pay Plan	1,762
Pay-Plan	11	Pay Plan	1,762
Pay-Plan	12	Pay Plan	1,762
Pay-Plan	13	Pay Plan	1,762
Pay-Plan	14	Pay Plan	1,762
Pay-Plan	15	Pay Plan	1,762
Pay-Plan	16	Pay Plan	1,762
Pay-Plan	17	Pay Plan	1,762
Pay-Plan	18	Pay Plan	1,762
Pay-Plan	19	Pay Plan	1,762
Pay-Plan	20	Pay Plan	1,762
Pay-Plan	21	Pay Plan	1,762
Pay-Plan	22	Pay Plan	1,762
Pay-Plan	23	Pay Plan	1,762
Pay-Plan	24	Pay Plan	1,762
Pay-Plan	25	Pay Plan	1,762
Pay-Plan	26	Pay Plan	1,762
Pay-Plan	27	Pay Plan	1,762
Pay-Plan	28	Pay Plan	1,762
Pay-Plan	29	Pay Plan	1,762
Pay-Plan	30	Pay Plan	1,762
Pay-Plan	31	Pay Plan	1,762
Pay-Plan	32	Pay Plan	1,762
Pay-Plan	33	Pay Plan	1,762
Pay-Plan	34	Pay Plan	1,762
Pay-Plan	35	Pay Plan	1,762
Pay-Plan	36	Pay Plan	1,762
Pay-Plan	37	Pay Plan	1,762
Pay-Plan	38	Pay Plan	1,762
Pay-Plan	39	Pay Plan	1,762
Pay-Plan	40	Pay Plan	1,762
Pay-Plan	41	Pay Plan	1,762
Pay-Plan	42	Pay Plan	1,762
Pay-Plan	43	Pay Plan	1,762
Pay-Plan	44	Pay Plan	1,762
Pay-Plan	45	Pay Plan	1,762
Pay-Plan	46	Pay Plan	1,762
Pay-Plan	47	Pay Plan	1,762
Pay-Plan	48	Pay Plan	1,762
Pay-Plan	49	Pay Plan	1,762
Pay-Plan	50	Pay Plan	1,762
Pay-Plan	51	Pay Plan	1,762
Pay-Plan	52	Pay Plan	1,762
Pay-Plan	53	Pay Plan	1,762
Pay-Plan	54	Pay Plan	1,762
Pay-Plan	55	Pay Plan	1,762
Pay-Plan	56	Pay Plan	1,762
Pay-Plan	57	Pay Plan	1,762
Pay-Plan	58	Pay Plan	1,762
Pay-Plan	59	Pay Plan	1,762
Pay-Plan	60	Pay Plan	1,762
Pay-Plan	61	Pay Plan	1,762
Pay-Plan	62	Pay Plan	1,762
Pay-Plan	63	Pay Plan	1,762
Pay-Plan	64	Pay Plan	1,762
Pay-Plan	65	Pay Plan	1,762
Pay-Plan	66	Pay Plan	1,762
Pay-Plan	67	Pay Plan	1,762
Pay-Plan	68	Pay Plan	1,762
Pay-Plan	69	Pay Plan	1,762
Pay-Plan	70	Pay Plan	1,762
Pay-Plan	71	Pay Plan	1,762
Pay-Plan	72	Pay Plan	1,762
Pay-Plan	73	Pay Plan	1,762
Pay-Plan	74	Pay Plan	1,762
Pay-Plan	75	Pay Plan	1,762
Pay-Plan	76	Pay Plan	1,762
Pay-Plan	77	Pay Plan	1,762
Pay-Plan	78	Pay Plan	1,762
Pay-Plan	79	Pay Plan	1,762
Pay-Plan	80	Pay Plan	1,762
Pay-Plan	81	Pay Plan	1,762
Pay-Plan	82	Pay Plan	1,762
Pay-Plan	83	Pay Plan	1,762
Pay-Plan	84	Pay Plan	1,762
Pay-Plan	85	Pay Plan	1,762
Pay-Plan	86	Pay Plan	1,762
Pay-Plan	87	Pay Plan	1,762
Pay-Plan	88	Pay Plan	1,762
Pay-Plan	89	Pay Plan	1,762
Pay-Plan	90	Pay Plan	1,762
Pay-Plan	91	Pay Plan	1,762
Pay-Plan	92	Pay Plan	1,762
Pay-Plan	93	Pay Plan	1,762
Pay-Plan	94	Pay Plan	1,762
Pay-Plan	95	Pay Plan	1,762
Pay-Plan	96	Pay Plan	1,762
Pay-Plan	97	Pay Plan	1,762
Pay-Plan	98	Pay Plan	1,762
Pay-Plan	99	Pay Plan	1,762
Pay-Plan	100	Pay Plan	1,762

Distribution of Lower and Higher

Elementary Schools in defferent provinces (3:2, special No. '16):

Province:	No. of Schools:	No. of pupils:	Expenditure:
Chih-Li	17,991	536,819	214,747,531 ?
Feng-Tien	5,418	217,716	2,375,020
Kirin	77	29,475	not given
Hei-Lung-Kiang	373	16,297	241,338
Shan-Tung	13,309	315,568	1,434,741
Ho-Nan	6,431	157,085	420,954
Shan-Si	2,636	363,770	1,005,375
Kiang-Su	6,214	292,433	2,734,239
An-Hui	1,114	not given	not given
Kiang-Si	3,707	not given	25,142
Fu-Kien	1,511	not given	516,130
Che-Kiang(1914)	6,848	295,684	1,976,557
Hu-Pei	4,222	119,092	436,672
Hu-Nan	660	not given	not given
Shen-Si(1915)	not given	not given	19,200
Kan-Su	1,300	80,000	210,000
Hsin-Kiang	517?	not given	notggiven
Szu-Chuan	15,042	461,878	1,999,604
Kuang-Tung	5,298	226,810	not given
Kuang-Si	2,473	not given	12,476 ?
Yun-Nan	not given	not given	8,919 ?
Kuei-Chow	1,519	not given	not given
Jehol	535	12,759	119,047
Suei-Yuan	103?	2,998	25,339

Distribution of client risk tolerance

Portfolio	Inception-to-Date Return	Benchmark Return	Tracking Error
Short-Term	2.04%	1.87%	0.31%
Long-Term	8.62%	7.95%	1.14%
Growth	11.37%	10.02%	2.08%
Income	5.91%	5.44%	0.47%
Balanced	7.18%	6.73%	0.89%
Aggressive	14.06%	12.31%	3.42%
Conservative	3.27%	3.15%	0.18%
Municipal	4.45%	4.12%	0.26%
International	9.83%	8.64%	2.71%
Emerging-Mkts	16.22%	13.58%	4.05%
Real-Estate	6.74%	6.31%	0.52%
Commodity	12.09%	10.47%	3.18%
Hedge-Fund	15.33%	11.96%	4.87%
Money-Mkt	1.12%	1.08%	0.04%
Index	10.41%	10.00%	0.12%
Value	7.88%	7.42%	0.95%
Growth-Inc	9.05%	8.61%	1.03%
Small-Cap	13.74%	11.29%	3.56%
Large-Cap	8.96%	8.33%	0.88%
Mid-Cap	10.27%	9.74%	1.41%
Sector	11.58%	10.12%	2.94%
Quant	9.14%	8.87%	0.67%
Multi-Asset	8.33%	7.91%	1.09%
Tax-Exempt	3.96%	3.82%	0.21%

Discretionary expenses in the fourth quarter totaled $1,842,500, primarily for client entertainment and travel.

Distribution of A class Industrial Schools

in

different provinces (3:2, special No., '16):

Province:	No. of schools:	No. of pupils:	Expenditure:
Chih-Li	424	8,368	not given
Feng-Tien	4	1,145	(Included in general educational fund)
Kirin	3	not given	not given
Hei-Lung-Kiang	2	not given	$ 40,064
Shan-Tung	2	203	12,462
Ho-Nan	13	853	68,913
Shan-Si	5	not given	13,200 ?
Kiang-Su	13 ?	1,860	278,702
An-Hui	23	not given	10,000
Kiang-Si	Not given	not given	38,498
Fu-Kien	6	not given	5,835
Che-Kiang	9	1,163	85,694
Hu-Pei	8	611	66,116
Hu-Nan	4	not given	not given
Shen-Si	2	174	34,800
Kan-Su	no		
Hsin-Kiang	no		
Szu-Chuan	30	1,566	108,856
Kuang-Tung	not clearly given		
Kuang-Si	not given		
YunaNan	4	not given	9,125
Kuei-Chow	no		
Jehol	no		

Province	No. of Records	No. of Males	Percentage
Ontario	45	2,234	not given
Quebec	4	1,567	(info about in percent)
Nova Scotia	12	not given	not given
New Brunswick	6	not given	3,092
Manitoba	3	998	1,406
Alberta	19	876	2,115
Saskatchewan	8	not given	1,884
British Columbia	14	1,203	2,550
Yukon	2	not given	not given
Northwest Territories	1	not given	not given
Prince Edward Island	5	412	1,178
Newfoundland	7	not given	not given
Labrador	1	not given	not given
Unknown	3	1,045	2,987
Total	130	7,335	15,214

Distribution of B class Industrial Schools

in

different provinces (5:9, special No., '16):

Province:	No. of schools:	No. of pupils:	Expenditure:
Chih-Li	7	560	not given
Feng-Tien	11	(Included in A class Industrial schools)	(Included in general Educat'l expenditure)
Kirin	3	not given	not given
Hei-Lung-kiang	17	610	$ 21,425
Shan-Tung	65	2,485	85,761
Ho-Nan	50	1,940	45,152
Shan-Si	61	2,277	29,820
Kiang-Su	no		
An-Hui	5	not given	not given
Kiang-Si	no		
Fu-Kien	no		
Che-Kiang	29	1,252	21,011 ?
Hu-Pei	82	3,668	55,391
Hu-Nan	2	not given	not given
Shen-Si	no		
Kan-Su	no		
Hsin-Kiang	no		
Szu-Chuan	no		
Kuang-Tung	no		
Kuang-Si	no		
Yun-Nan	no		
Kuei-Chow	no		
Jehol	no		

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

The foregoing tables show a great differences in the number of schools established in different provinces, in the number of students attending the various schools, anddin the amount of expenditure for the maintainance of these schools. Among the factors which cause these wide differences are the following: 1. the financial strength of the provinces; 2. the population; 3. the degree of intelligence of the population; 4. the external pressure, such as the influence of foreigners, missionaries, etc.; 5. the geographical locations; and 6. the amount of effort put forth by the government officials and the people themselves. Undoubtedly, these factors have, in one way or other, hindered and hastened the development of the modern education in China.

With the introduction of the new educational system, the problem of universal education has loomed large before the minds of the educators and statesmen of China. Thus far the attempt to furnish educational facilities to the masses has not been altogether successful. The statistics given in the preceding pages show, however, that progress is tremendous when one considers the short period of time during which the effort has been under way.

All through the country there are many auxiliary educational agencies which help to hasten universal education(3:1,No.10,'16). There are twenty libraries, 287 Tung-Su(or qyasi)libraries, 2,140 lecture halls, 738 travelling lecture societies, 187 tung-su(or quasi) educational associations, 1,817 newspaper rooms, and 30 moving libraries.

In conclusion, it may be said that the Chinese government and the people have been straining every nerve and exerting all energy their to establish as many schools as finance permits. There has been a movement to make the educational system uniform throughout the whole country, and mandarin has been introduced into schools of the provinces, where the dialect is different from mandarin which is the most universally spoken language. It may be confidently expected that education will be uni-

versal in a short period of time. Judging by the experience of the past and the conditions of the present, educational activity will be many times increased in the near future; and when the Chinese financial system is well and firmly founded, there will be a rapid spread of universal Western education.

Chapter 3.

Problem of Preparation of Teachers.

One of the greatest difficulties experienced in the establishment of the new educational system was that of securing teachers. This difficulty had been one of the greatest hindrances to the progress of modern education in China. This difficulty, moreover, was greatly augmented by the rapid growth of the new educational system. In 1905 there were 4,222 schools imparting modern education, including government schools, public schools and private schools; in 1910 there were 52,348; in 1915, there were 73,910 schools; and in 1916 there were 108,448 schools. The number of students has increased in corresponding numbers. In 1905 there were 102,767 students; in 1910, 1,625,534; and in 1915, 2,848,214; and in 1916, there were 3,643,206 students (3:1, special No., '16).

The fact that China entered on the task of educating a quarter of the population of the globe without proper provision and that the growth of the new educational system has probably been more rapid than was anticipated made the problem difficult. The case would not have been so desperate if China been able to recruit teachers from the old schools. This she was not able to do on any general scale although many of the teachers did find their way into the modern schools. Teachers there were, and many of them too, but the demand made by the modern schools was one which they were wholly unprepared to meet. Under the old educational system any one could become a teacher, and a great many scholars who had secured the first degree (A.B.) in the government examination and a host of those who had tried and failed were attracted to this profession. The pupils paid small fees, and the life of a teacher was both ill-paid and laborious. The old education was concerned entirely with Chinese history, poetry, ethics, and government. There was no science, nothing of the history or geography of other nations, and no mathematics.

Chapter V.

Chapter of Experience of Freedom.

The result was that the old schools turned out young men thoroughly versed in the Confucian ethics, Mencian politics, and the history of China, with ability to write an elegant literary style and to compose stiff and stereotyped verses(14:144). But, under the new system of education, the situation which the teacher has to face is entirely different from that of the old.

Under such conditions the Chinese Government and the people resorted to various means of securing teachers with whom to supply the urgent need. The earliest source of supply of teachers capable of meeting in a way the new demand was found in the missionary schools which were really the pioneers of modern education in China. At the time when the new education was first introduced on a large scale some of the better and higher institutions managed by missionaries had turned out many graduates, who were more or less fitted to assume the responsibility of teaching in the newly established schools. It is but natural that they were sought by the government as well as by the private schools. But the supply of teachers turned out by the missionary schools was far from adequate, because the demand was not only unusually great but was also constantly increasing.

The second source of teachers for the modern schools in China was found in the ranks of the effete literati class, who became aware of their uselessness in the altered conditions of society in China. They tried in every possible means to keep abreast with the time by imbibing modern knowledge from second had sources. Hundreds of them went to Japan. "Early in 1902 there were 271 Chinese students, from 15 provinces, studying in the Sunrise Kingdom"(13:134). In 1903 there were 501, and during the year 1904 they increased at the rate of 100 per month, until in January, 1905, there were 8,000, and by November of that year the number had increased to [illegible],000(16:502). In the autumn of 1906 the Japan Mail gave the number as not less than 13,000, and in the spring of 1907 the Chinese abassador estimated that there were 15,000 students

in Tokyo(13:4),while later according to His Excellency Wu Ting Fang, there were at one time studying in Tokyo as many as 17,000 Chinese students(15:11). A great majority of the students were sent by the Provinces. Others were supported by city or village guilds,or by friends or parents. Many were in no sense prepared for study in the Japanese schools. Many were there for short term courses of a year or less,while others came because it was popular to do so. On the other hand the Japanese government schools were wholly unprepared to accommodate such an invasion of students. Private schools were opened especially for Chinese students,and often by incompetent and unscrupulous Japanese,who offered short courses and sold diplomas to dishonest students.

Poorly trained students were able on their return to China for a short time to impose on the ignorance of their countrymen,and so brought Japanese education into general disrepute. The central government applied a restraining hand by requiring all government students who wished to go abroad for study to pass an examination upon all subjects required in the middle schools before leaving China,and in August,1908, required that students should have a sufficient knowledge of the language of the country where they intended to study to understand the lectures(4:50,vol.4). Because students still disregarded these requirements,an edict of December,1908,gave warning that any returned students whose examination papers had not been filed with the Ministry of Education before going abroad for study would not be permitted to take the imperial examinations for returned students(4:8,vol. 78). In September,1908,the Government announced that all students from Japan,before being permitted to take the imperial examinations,must first pass an examination before the Ministry of Education on general subjects,including Japanese classics and language. The reason given was that many students had secured diplomas from Japanese scientific schools very easi-

ly(4:3,vol. 66).

Under conditions such as these it is plain that it would be hazardous to trust the children to the care of poorly trained teachers. These teachers could not direct the study of pupils and the life of the nation. Their training was hasty and at best imperfect and superficial, often distorted.

The third source of teachers for modern schools in China was found in the employment of foreign teachers. When the new education was first inaugurated, it was necessary to secure foreign teachers, especially for the higher institutions. These foreign teachers were of many nationalities, a few from each of the leading nations of Europe, a number from the United States; but the majority came from Japan. Those from Japan were preferred chiefly on the ground of economy, since their salary was usually smaller and the travelling expenses less. The qualifications of these teachers whom we engaged were also varied. Some of them had had wide experience in educational work in China and were sincere in their desire to help China in their efforts to develop a new educational system for her people. On the other hand, there were men who not only had no love for teaching but were ignorant of the rudimentary principles of education. Men of this sort found their way into the schools through some influential party or organization.

Time and experience taught the Chinese people and their government the lesson that the success of the schools requires qualified teachers, and that teachers must be trained on their own soil. Normal schools were opened in the provincial capitals and later in large centers. A school was established under the general supervision of the Imperial Peking University, which later developed into a normal school and now is no longer under the control of the university(9:75). With the conviction that it was necessary to train her own teachers for her new schools Chinese educators started the work of training teachers. The method

adopted was to establish institutions where training is given to those who wish to enter the profession of teaching. In general these institutions may be divided into two types, A. normal schools and B. teachers training schools. The normal schools are of three kinds, namely, the Higher normal schhols, the normal or lower normal schools, and the girls' normal schools. They will be described here in order.

A. The normal schools are established to train teachers for the elementary and higher elementary schools. Each prefecture or distric is to have a normal school capable of receiving 150 students. Under special conditions two or three prefectures or districts are allowed to establsih one normal school in common, in which case the number of students must be 300 instead of 150. Each provincial capital is to have a normal school capable of receiving 300 students(3:1.No. 34,'12). The requirements for admission to the normal schools are that the candidate must have a strong physique, a good character, and either one of the following scholaristic qualifications(3:17,No. 12,'15). He must be:

1. A graduate of higher elementary, or graduate of a school of equivalent standing.
2. A graduate of the preparatory course of the normal school or of the school of equivalent standing.
3. A graduate of a middle school or a graduate of a school of equal standing.

Admission is also open on competitive examination. At first there were no graduates of higher elementary schools, and, then, students were selected from the literati who were especially good in Chinese classics.

On the next page a comparison is made by means of a diagram of the number of normal schools in different provinces of China. At the same time a comparison is made of the normal schools with the numbers of middle schools and A class industrial schools of different pro-

The following table gives the figures which are represented in the form of a diagram on the next page(5:1,No.1,'13):

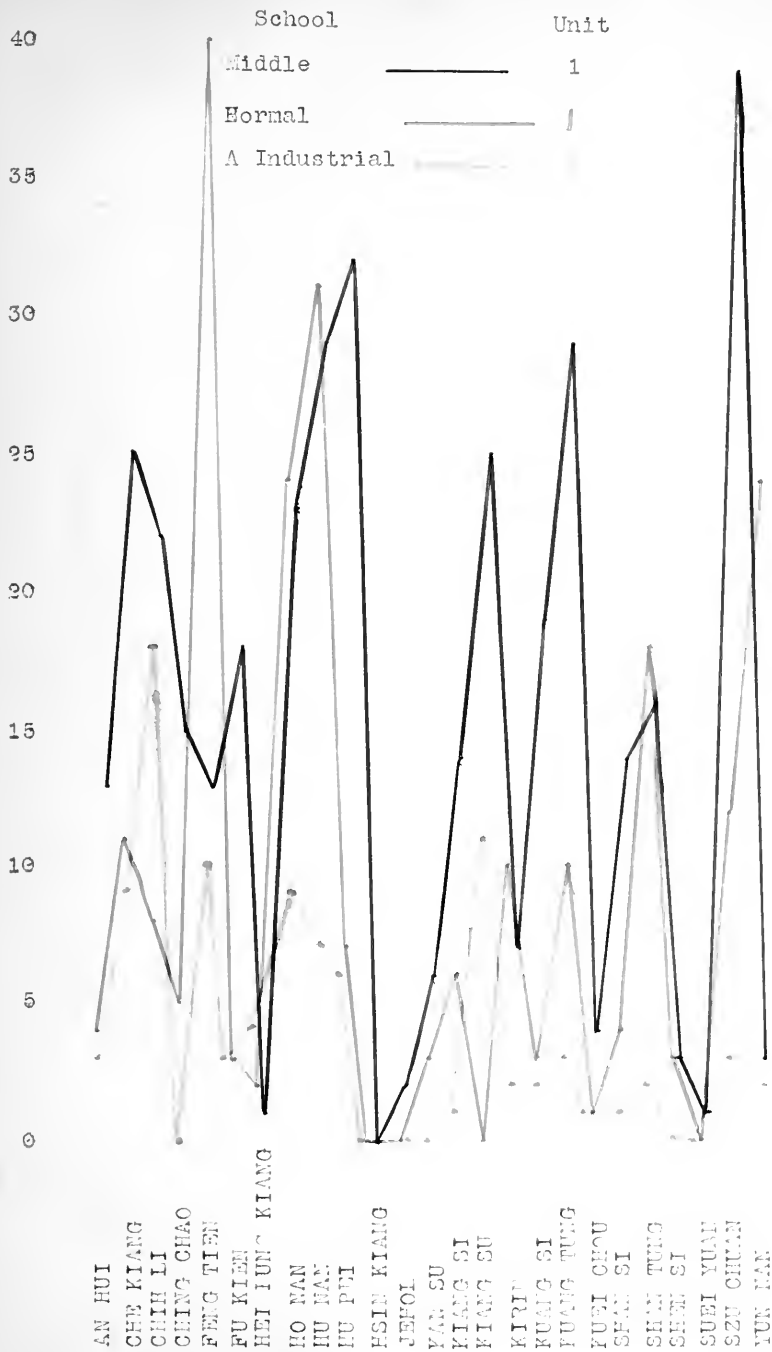
Province:	No. of:		
	Middle School.	Normal school.	A Industrial school.
An-Hui	13	4	3
Che-Kiang	25	11	9
Chih-Li	22	8	18
Ching-Chao	15	5	---
Feng-Tien	13	40	10
Fu-Kien	18	3	3
Hei-Lung-Kiang	1	2	4
Ho-Nan	23	24	9
Hu-Nan	29	31	7
Hu-Pei	32	7	6
Hsin-Kiang	---	--	--
Jehol	2	--	--
Kan-Su	6	3	--
Kiang-Si	14	6	1
Kiang-Su	25	19	11
Kirin	7	10	2
Kuang-Si	19	3	2
Kuang-Tung	29	10	3
Kuei-Chow	4	1	1
Shan-Si	14	4	1
Shan-Tung	16	18	2
Shen-Si	3	3	--
Suei-Yuan	1	--	--
Szu-Chuan	39	17	3
Yun-Nan	3	24	2

The following table gives the distance which each person-

ed in the time of a dive can be read (e.g., 'A', '2'):

Person:	No. of:		
	Middle School	Normal School	A Lieutenant School
Ay-But	13	4	3
Che-Kieng	05	12	2
Ohi-Li	17	2	18
Chung-Cuo	16	5	---
Pei-Tien	11	10	10
Yu-Xiao	12	3	4
Bei-Jing-Fiang	1	6	4
Ho-Jen	19	24	5
Hu-Yan	09	01	7
Hu-Pei	08	7	8
Jin-Ling	---	--	--
Jiaoj	0	--	--
Jun-Zi	6	3	--
Jiang-Si	14	2	1
Jiang-Su	06	19	11
Jin-Jn	7	19	8
Kuang-Di	13	8	4
Kang-Cang	10	15	2
Lao-Shu	4	1	-
Liu-Zi	14	4	1
Chun-Tang	15	20	5
Mei-Yuan	1	--	---
Ping-Jiang	20	17	1
Nan-Jing	2	14	5

Chart 2



A comparison of the middle, normal, and A class industrial schools in different provinces of China in the year 1913.

vinces. All figures are for the year 1913. The graph shows that some provinces are more progressive than others; for instance, Szu-Chuan had 39 middle schools, Hu-Pei had 58 middle schools, Hu-Nan and Kuang-Tung each had 80, while Hei-Lung-Kiang and Suei-Yuan each had one, and Hsin-Kiang had none; Feng-Tien had 40 normal schools, Hu-Nan 31, while Hsin-Kiang, Jehol, Kiang-Su, and Suei-Yuan had none; Chih-Li had 18 A class industrial schools, Kiang-Su had 11, Feng-Tien had 10, while Ching-Chao, HsinKiang, Jehol, Kan-Su, Shen-Si, and Suei-Yuan had none. The factors which explain this wide difference are given elsewhere in this paper.

The curriculum for the boys' normal schools consists of two departments, A and B, the former including a preparatory course of study of one year and a regular course of four years, the latter a course of one year(3:4,No. 10,'15). The subjects for the boys' normal schools in the preparatory course are as follows:-

1.Ethics. 2.Chinese classics.
3.Chinese literature. 4.Penmanship.
5.Foreign language. 6.Arithmatic.
7.Drawing. 8.Music.
9.Physical exercise.

Department A in the boys' normal schools requires the following subjects:-

1.Ethics. 2.Chinese classics.
3.Education. 4.Chinese literature.
5.Penmanship. 6.Foreign language.
7.Geography. 8.History.
9.Arithmatic. 10.Natural sciences.
11.Physics. 12.Chemistry.
13.Political science 14.Economics.
15.Drawing. 16.Manual training.
17.Agriculture. 18.Music.
19.Exercise.

Department B in the boys' normal schools requires the following subjects:-

1. Ethics.
2. Chinese classics.
3. Education.
4. Chinese literature.
5. Arithmatic.
6. Natural sciences.
7. Physics.
8. Chemistry.
9. Drawing.
10. Manual training.
11. Agriculture.
12. Music.
13. Ex rcise.

The preparatory course and the regular course in the A department requiresof each student thirty-six hours recitation as the maximum per week, and thirty hours recitation per week as the minimum. The following table shows the distribution of time on each subject(S:C,No.10,'15

Subject:	Hours per week				
	Preparatory:	1st yr.	2d yr.	3rd yr.	4th yr.
1. Ethics	2	1	1	1	1
2. Chinese classics	3	2	2	2	---
3. Education	---	---	3	4	3 (theory) 2 (practice)
4. Chinese literature	10	5	4	3	3
5. Penmanship	2	2	1	---	---
6. Foreign language	3	3	3	3	2
7. History	---	3	2	2	---
8. Geography	---	2	3	2	---
9. Arithmatic	6	4	3	2	2
10. Natural sciences	---	3	2	2	---
11. Physics & Chemistry	---	---	3	3	2
12. Political science & Economics	---	---	---	---	2
13. Drawing	2	3	3	3	3
14. Manual training	---				
15. Agriculture	---	---	---	3	3

(continued from last page).

Subject:	Hours per week: Preparatory:	1st yr.	2d yr.	3rd yr.	4th yr.
16. Music	2	2	1	1	1
17. Exercise	4	4	4	4	4
Total	33	34	35	35	35

The following table shows the distribution of time on the subjects in the B department in the boys' normal schools(3:14,No.12,'15):

Subject:	Hours per week:
1. Ethics	1
2. Chinese classics	2
3. Education	7 (theory)
	8 (practice)
4. Chinese literature	2
5. Arithmatic	2
6. Natural sciences 7. Physics and Chemistry	5
8. Drawing 9. Manual training	5
10. Agriculture	3
11. Music	2
12. Exercise	3
Total	30

In considering the girls'normal schools it should ne noted that the organization of such schools is most important for the life of the Chinese nation. The girls had been kept away from schools until 1907, when the importance of education foe women was realized. It is a most hopeful sign of the times that female education has begun to receive very considerable attention from the leaders of thought among the Chinese and that our people have begun to realize that one cause of China's weakness lies in the fact that her women have been so neglected. Now her daughters are being thought of from a different point of view,and girls

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
[illegible]					
[illegible]				

schools are springing up in most of the principal cities. Since these schools have a history of only ten years the girls have not yet acquired a taste of higher education. They have had enough, however, to make them realize that there is great river of knowledge, of which their feet have merely touched the brink; and they eagerly await the opportunity to wade out into its depth.

In 1907 the primary schools for girls were created, and in the same year provision was made for the establishment of girls' normal schools(10:104). The aim of these girls' normal schools was to train teachers for girls' primary or elementary schools. The plan was to establish eventually one government normal school in every district, but for the time being one in each prefecture and provincial capital was opened. As in the normal schools for boys, no tuition was charged. Graduates of higher elementary schools are admitted. The course like the course for the boys' normal schools consists of two departments, A and B, the former including a preparatory course of one year and a regular course of four years, the latter a course of one year. The subjects for the girls' normal schools are as follows(3:11, No. 12, '15):

1. Ethics.	2. Chinese classics.
3. Education.	4. Chinese literature.
5. Penmanship.	6. History.
7. Geography.	8. Arithmatic.
9. Natural sciences.	10. Physics & Chemistry.
11. Political science & Economics	12. Drawing.
13. Manual training.	14. Household arts.
15. Sewing.	16. Music.
17. Exercise.	18. Foreign language.

Department B in the girls' normal schools requires the following subjects(3:11, No. 12, '15):

1. Ethics.	2. Chinese classics.
3. Education.	4. Chinese literature.

(continued from last page)

5.Arithmatic. 6.Natural sciences.

7.Physics & chemistry. 8.Drawing.

9.Manual training. 10.Sewing.

11.Music. 12.Exercise.

The following table shows the distribution of time on each subject in the preparatory and the regular courses in the Department A (3:11,No.12,'15):

Subject:	Hours per week:				
	Preparatory:	1st yr.	2d yr.	3rd yr.	4th yr.
Ethics	2	1	1	1	1
Chinese classics	2	2	1	---	---
Education	---	---	3	4	3 (theory) 9 (practice)
Chinese literature	10	6	4	2	2
Penmanship	2	2	1	---	---
History	---	2	3	3	---
Geography	---	2	2	2	---
Arithmatic	5	3	3	3	2
Natural sciences	---	3	2	2	---
Physics & chemistry	---	---	3	3	3
Political science & economics	---	---	---	---	2
Drawing	2	3	3	3	3
Manual training					
Household arts	---	---	---	4	4
Sewing	4	4	2	2	2
Music	2	2	2	1	1
Exercise	3	3	3	3	2
Foreign language(elective)	3	3	3	3	2
Total	30 (35)	33 (36)	35(36)	33(36)	34(36)

Total				
Absent in Language(Monotheo)				
Chapter				
Church				
Church				
Difficult Case				
Doctrine to Image				
Drawing				
Faithful nature & community				
Father Redeemer				
Gentile				
God Christ				
Good Lord				
Heaven Priest				
Instruction				
Minister Preacher				
Unique				

The following table shows the distribution of time on each subject in the B department in the girls' normal schools:

Subject:	Hours per week:
Ethics	1
Chinese classics	2
Education	7 (theory) 8 (practice)
Arithmatic	2
Chinese literature	3
Natural sciences	3
Physics & chemistry	
Drawing	3
Manual training	
Sewing	2
Music	2
Exercise	3
Total	36

Since the education for women in only a very recent development, the number of students in the normal schools is undoubtedly insignificant. It is, however, worth while to make a general comparison between the number of boys and the number of girls who attended the modern schools in the year 1913(the report for this year is complete and available). The graph to be given on the next page shows the different conditions of female education in different provinces.

The aim of the higher normal schools is to train teachers and administrative officers for the normal and middle schools. The plan of our government is to establish one higher normal school in each province, but, at present, we have only ten. For admission to the higher normal school the candidate must be either a graduate of a normal school or a graduate of a government middle school, or a graduate of some other mid-

The following table shows the distribution of 1,000 rural

The following table gives the figures which are represented in the form of a diagram on the next page(5:1,No.1,'13):

Province:	No.of boys:	No.of girls:
An-Hui	50,114	1,896
Che-Kiang	263,096	10,356
Chih-Li	273,895	5,544
Ching-Chao	35,209	2,857
Feng-Tien	149,717	8,595
Fu-Kien	58,109	1,533
Hei-Lung-Kiang	10,478	1,149
Ho-Nan	118,603	1,615
Hu-Nan	199,700	25,606
Hu-Pei	196,752	6,460
Hsin-Kiang	1,802	----
Jehol	8,580	374
Kan-Su	28,193	17
Kiang-Si	110,568	4,443
Kiang-Su	206,669	29,682
Kirin	19,874	1,823
Kuang-Si	60,551	1,788
Kuang-Tung	148,746	2,761
Kuei-Chow	34,465	3,018
Shan-Si	157,208	4,288
Shan-Tung	115,946	2,776
Shen-Si	58,756	911
Suei-Yuan	2,705	----
Szu-Chuan	330,597	11,040
Yun-Nan	157,923	12,539

The following table gives the figures which are referred to in the form of a statement of the amount of each type(b:2,no:1,12):

Province:	Jo.of Body:	No.of Girls:
Jun-Hat	6,334	1,049
Che-Jiang	104,016	12,000
Chi-Ia	210,405	5,644
Chang-Chao	36,008	4,527
Jang-Tian	140,717	8,838
Yi-Tian	38,109	1,756
Nan-Hung-Liang	10,447	1,142
Ho-Nan	216,3 3	1,613
Hu-Nan	149,740	25,806
Hu-Pei	176,711	3,450
Nei-Jiang	1,068	----
Ji/Ai	9,340	324
Ki-Si	28,146	12
Kiang-Si	120,540	1,441
Kiang-Su	210,640	29,744
Liao	14,924	1,240
Ma-Ang-Si	60,831	1,741
Mong-Jun	3,162,6 m	7,251
Nei-Obov	34,400	9,018
Shan-Si	127,930	4,366
Shan-Tung	112,746	8,772
Shon-Si	28,720	211
Sui-Xuan	9,735	----
Sun-Ymon	352,032	17,040
Jun-Nan	197,042	11,351

30
25
20
15
10
5
0
AN HUI
CHE KIANG
CHIH LI
CHING CHAO
FENG TIEN
FU KIEN
HEI LUNG KIANG
HO NAN
HU NAN
HU PEI
HSIA KIANG
JEHOL
KAN SU
KIANG SI
KIANG SU
KIRIN
KUANG SI
KUANG TUNG
KUEI CHOU
SHAN SI
SHAN TUNG
SHEN SI
SUTI YUAN
SZU CHUEN
YUN NAN

Chart 3

A comparison of the boys and girls attending the modern schools in different provinces of China in the year 1915.

dle school. If a candidate is not a graduate he may prove by examination that he has knwledge equivalent to that of the graduate of the normal school, in which case he will be admitted(2:1,No.6,Feb.'13).

In the higher normal school there are three departments: 1. the general department;2.the special department;and 3.the graduate department. The general department requires for completion one year of thirty-six hours per week. The subjects offered in this department are as follows:

1.Ethics. 2.Chinese classics.
3.Chinese literature. 4.Foreign language.
5.Logic. 6.Mathematics.
7.Physical culture.

The special department requires a period of three years each of thirty-six hours recitation per week. The courses are designed to prepare teachers as specialists in certain subjects. The special department offers three courses,A.B. and C.

In course A thirteen subjects are required,namely,ethics, Chinese classics,Chinese literature,psychology,English language,Logic, physical culture,history and geography,pedagogy,authors of Cho and Chin Dynasties,German or French,biological science,and physical science.

In course B eleven subjects are offered,namely,ethics,Chinese classics,Chinese literature,psychology,history and geography,finance, zoology,pedagogy,political science,English language,and physical culture; besides,German is offered as an elective.

In course C the following subjects are offered:ethics,pedagogy,botany,mining,agriculture,drawing,Chinese literature,psychology,biological science,geoglogy,physical culture,and English language;besides, German and chemistry are offered as electives. In the graduate department the following subjects are offered:ethics,school administration,aesthetics,school hygiene,child study,pedagogy,school supervision,experi-

mental psychology, professional education, and practical teaching. Of the subjects offered in the graduate department the student should choose five. After the completion of the course prescribed the student is required to write a thesis upon his work. The course covers one year, and the number of hours per week is left to the discretion of the faculty(3:1, No.27, March, '13).

On the next page a comparison is made between the number of the higher institutions, namely, the higher normal schools, the professional schools, and the universities in different provinces of China. These comparisons show the need of higher institutions. Moreover, the crying need at present is quality, not quantity. Certainly, to secure one man fully educated would be better than one hundred average men. The race is dependent upon its leaders, leaders of Moses's type. Moses was fitted for leadership, because he was trained in all the wisdom and learning of the civilization of his day. Therefore, China needs men and women who have come from the higher institutions; for only the highest qualities of leadership are sufficient to meet the demands for the religious, civil, and social reforms that come for the elevation of our race.

The normal schools in China, both public(including government) and private are under the control of the Ministry of Education. Normal schools are established by the provinces. It is the duty of the governor to determine the location and number of normal schools required, and after making due report to the Ministry of Education to establish the schools as planned. Private individuals and corporations may also, after receiving the consent of the Ministry of Education through the provincial authorities, establish normal schools. Higher normal schools are national institutions and are established by the central government. In establishing a normal school, according to the regulations issued by the Ministry of Education the consent of the Ministry has to be obtained in regard to the following requirements(3:25, No.12, '15):

The following table gives the figures which are represented in the form of a diagram on the next page(5:1,No.1,'13):

Province:	No. of:		
	Higher Normal.	Professional.	Univ.& college.
An-Hui	---	2	---
Che-Kiang	1	7	---
Chih-Li	2	8	2
Ching-Chao	1	4	3
Feng-Tien	1	2	---
Fu-Kien	1	8	1
Hei-Lung-Kiang	---	2	---
Ho-Nan	1	6	1
Hu-Nan	1	7	---
Hu-Pei	---	6	1
Hsin-Kiang	---	---	---
Jehol	---	1	---
Kan-Su	---	1	---
Kiang-Si	1	6	---
Kiang-Su	---	4	---
Kirin	---	1	---
Kuang-Si	---	2	1
Kuang-Tung	---	2	1
Kuei-Chow	---	1	---
Shan-Si	---	4	1
Shan-Tung	1	4	---
Shen-Si	---	---	---
Suei-Yuan	---	---	---
Szu-Chuan	1	12	1
Yun-Nan	---	4	---

The following table gives the figures which are reported on in the form of a diagram on the next page [c.f. Sec. 12]:

Province:	No. of:		
	Govt. Officials.	Professional.	Univ.& College.
An-Hui	---	9	---
Che-kiang	1	7	---
Chih-li	2	8	0
Chi-lin-Hei-lung	1	1	3
Fu-chien	1	6	---
Ho-nan	1	0	1
Hsi-kang-Ning	---	9	---
Hu-nan	1	0	1
Kan-su	1	7	---
Kiang-nan	---	6	1
Kuan-Hsi	---	---	---
Kuei-chou	---	1	---
Kuang-Tung	---	1	---
Shan-Si	---	4	---
Shen-Si	---	---	---
Shi-Chuan	---	---	---
Shan-Tung	1	12	1
Yun-Nan	---	4	---

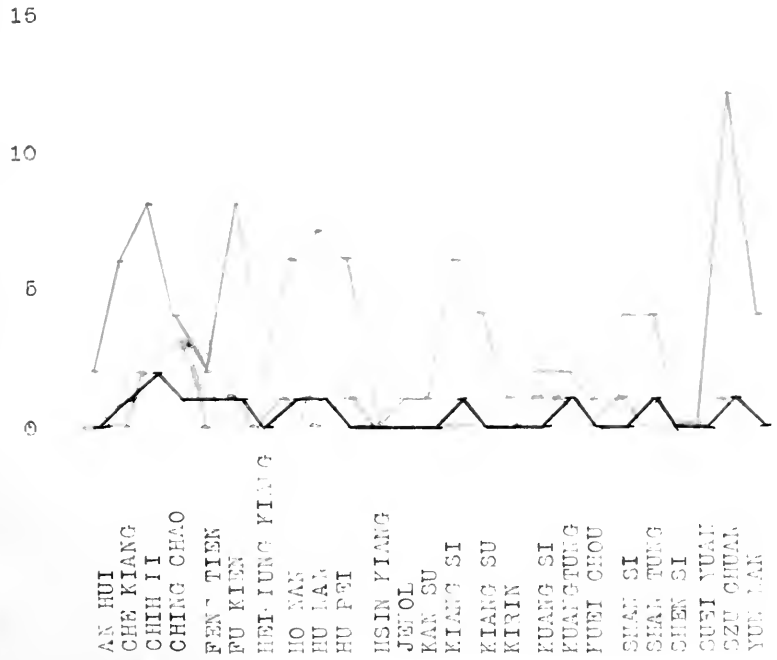
Schools Unit

Higher normal ——————— 1

Professional ——————— 1

Univ. & colleges ——————— 1

A comparison of the
Higher normal, professional, universities
and colleges in different provinces of China
in the year 1913.



1.Name of the normal school.

2.Location of the normal school.

3.Regulations governing the school.

4.Number of students for the normal school;number of kindergartens and the number of children to be had.

5.Grades of the normal school,and grades of kindergartens.

6.Date of establishment of the normal school.

7.Finance.

8.Qualifications of the president and the teachers.

Whenever the normal school is closed,it should also be reported to the Commissioner of Education of the province,who,in turn,reports the same to the Ministry of Education at Peking(3:26,No.12,'15). The chart on the next page shows the fact that in some provinces the public schools are a great deal numerous than the private ones,and that the number of these two types of schools has a wide difference in various provinces.

In the matter of maintainance the normal schools depend largely on the national revenue system. The statistical report of the Ministry of Education for 1910 classified the various incomes under the following items(17:206): 1.income from public property;2.interest from deposits;3.government appropriations;4.public funds;5.tuition fees; 6.compulsory contribution;7.voluntary contribution;and 8.miscellaneous sources of income.

According to the standard set up by the Ministry of Education,in 1915,the elementary schools are to charge not more than twenty cents($.20 Mex.) per month,and the school authorities have the right to remit either wholly or in part the tuition fees of poor students and of those who make the best record in school work(3:37,No.12,'15). The higher elementary schools are allowed to charge a tuition fee of fifty cents($.50Mex.)per month. The school authorities have the right to remit

1. Where or how to school

2. Location of the normal school.

3. Regulations governing the school.

4. Laws or ordinances for the normal school, number of instructors
and the number of children to be had.

5. Purpose of the normal with a cut [illegible] of instructors.

6. Those on [illegible] of the normal school.

7. Time.

8. Qualifications of the students and the no charge.

However the normal school is [illegible] does not-
[illegible] the [illegible] of the profession, in spite, no-
[illegible] the [illegible] ... [illegible] at [illegible], [illegible],
[illegible] of the [illegible] the [illegible] [illegible] [illegible] the
music schools are a great [illegible] [illegible], and also
the number of times the school [illegible] [illegible] in vac-
ance [illegible].

In the matter of [illegible] [illegible] [illegible] depend [illegible]
by or the normal [illegible] [illegible] [illegible] [illegible] of the [illegible]
[illegible] of [illegible] [illegible] [illegible] [illegible] under the [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

The following table gives the figures which are represented in the form of a diagram on the next page(5:1,No.1,'13):

Province:	No. of public schools:	No.of private schools:
An-Hui	1,078	379
Che-Kiang	3,026	3,135
Chih-Li	10,917	547
Ching-Chao	909	195
Feng-Tien	4,001	446
Fu-Kien	558	431
Hei-Lung-Kiang	328	1
Ho-Nan	3,597	1,073
Hu-Nan	2,521	1,558
Hu-Pei	1,905	5,387
Hsin-Kiang	59	1
Jehol	370	38
Kan-Su	633	410
Kiang-Si	1,291	1,851
Kiang-Su	4,309	1,054
Kirin	436	35
Kuang-Si	1,197	403
Kuang-Tung	960	2,089
Kuei-Chow	739	299
Shan-Si	5,368	403
Shan-Tung	4,457	759
Shen-Si	1,514	407
Suei-Yuan	28	62
Szu-Chuan	8,599	3,364
Yun-Nan	3,953	----

The following table gives the figures which are required in the form of a diagram on the next page(G:1,No.1,'13):

Province:	No. of public schools:	No.of private schools:
Yun-Nui	1,074	370
Che-Kiang	2,064	2,158
Chih-Li	10,417	647
Chung-Kuo	209	136
Teng-Mien	4,032	640
Jun-Kiun	284	121
Fei-Lung-Kiang	328	1
Ho-Nan	2,847	1,072
Ji-Kun	1,638	1,998
Ho-Pei	1,[illegible]	8,387
Liun-Kung	73	1
Ioho	342	13
Kun-Jun	932	410
Kiang-Si	3,201	1,[illegible]
Kiang-Su	4,328	1,334
Ji-Kun	132	65
Kuang-Si	1,[illegible]	402
Kuang-Tung	209	[illegible]
Kuei-Chou	231	[illegible]
Yun-Si	5,[illegible]	[illegible]
Shun-Ti	4,432	[illegible]
Szu-Chuan	1,[illegible]	1[illegible]
Mun-Kiang	31	[illegible]
Sun-Chuun	5,[illegible]	[illegible]
Kun-Nan	9,[illegible]	[illegible]

30
25
20
15
10
5
0
AN HUI
CHE KIANG
CHIH LI
CHING CHAO
FENG TIEN
FU KIEN
HEI LUNG KIANG
HO NAN
HU NAN
HU PEI
HSIA KIANG
JEHOL
KAN SU
KIANG SI
KIANG SU
KIRIN
KUANG SI
KUANG TUNG
KUEI CHOU
SHAN SI
SHAN TUNG
SHEN SI
SUEI YUAN
SZU CHUAN
YUN NAN

Chart 5

Schools — Unit

Public ———— 1,000

Private ———— 100

A comparison of the public and private schools in different provinces of China in the year 1918.

either wholly or in part the tuition of the poor students or of those who make the best records in school work (3:51,No.12,'15). The expenditure for the normal schools is to be met by the revenue of the provinces,and that for the provincial higher normal schools by the national treasury. All students of normal and higher normal schools are exempt from tuition and boarding fees(boarding fee ranges from $5.00 to $8.00 Mex.),unless the student prefers to be self-supporting (3:10, No. 12,'15).

On the next page a comparison is made to show the financial conditions of the schools of China in the year 1915. It shows the small amount of money spent for the education of her children.

In recent years the financial chaos has been increased by the fact that in many provinces there has been revolution,and consequently,the money appropriated for the educational affairs was used for the purpose of maintaining soldiers.

At the presentttime there are two types of students,those on public funds and those who are self-supporting. The students on public funds are exempt from tuition and boarding fees. The self-supporting student is only exempt from the tuition fee. When a student on public funds is discharged from the school, he has to pay to the school an amount equal to the tuition and other expenses in curred for his education. In case of the self-supporting student,he has to return to the school the tuition fee(3:10,No. 10,'15). The students having either one of the following deficiencies will be liable to expulsion(3:18,No. 12,'15):

1.Weak physique. 2.Poor scholarship. 3.Bad character.

It is required by law that the graduates of normal schools should,after completing the course of study,teach for a number of years (3:10,No.12,'15). The length of time varies according to the kind of training and sibsidy received. The government students graduating

The following table gives the figures which are represented in the form of a diagram on the next page(5:91,No.1,'13):

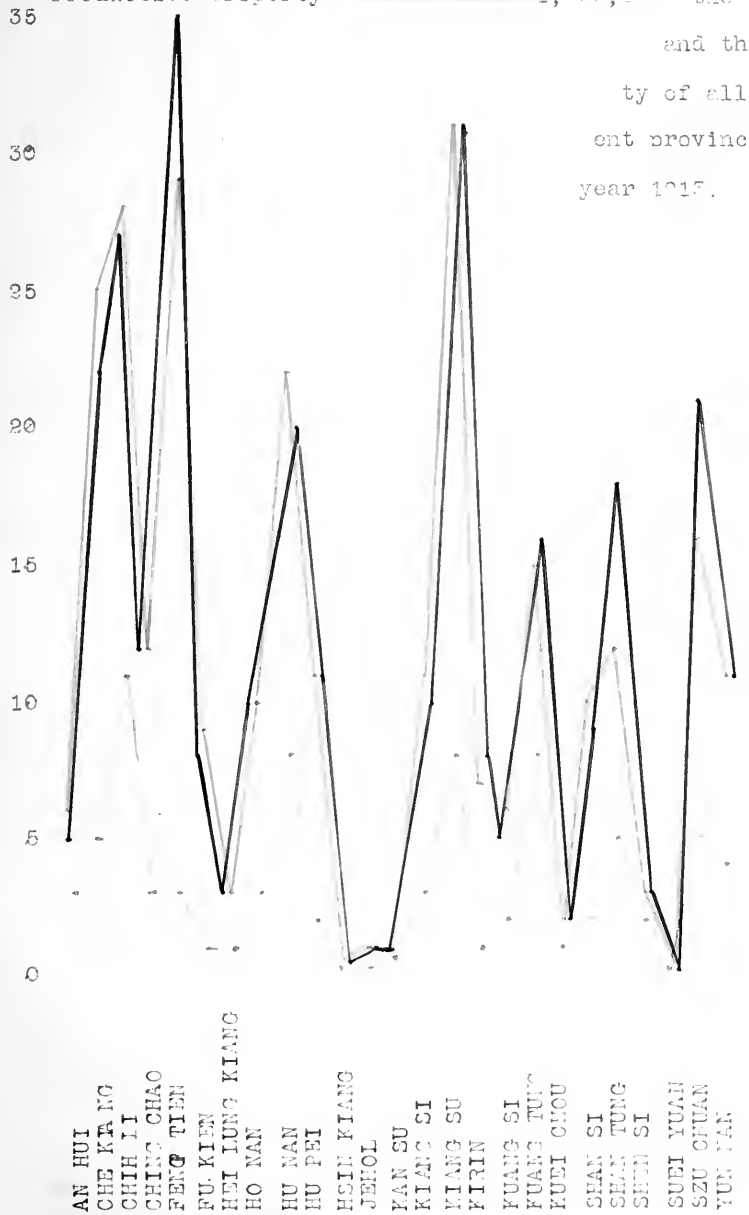
Province:	Income:	Expenditure:	Productive property:
An-Hui	$ 548,759	$ 642,628	$ 2,725,637 Mex.
Che-Kiang	2,237,666	2,514,621	5,442,678
Chih-Li	2,697,072	2,844,579	11,261,412
Ching-Chao	1,188,583	1,188,495	2,639,965
Feng-Tien	3,516,937	2,955,761	3,180,386
Fu-Kien	839,589	933,343	1,496,707
Hei-Lung-Kiang	341,370	340,995	684,930
Ho-Nan	1,035,407	1,060,942	2,988,095
Hu-Nan	2,051,160	2,172,099	7,606,952
Hu-Pei	1,094,405	1,074,139	1,665,192
Hsin-Kiang	51,811	51,811	114,931
Jehol	92,778	95,195	177,109
Kan-Su	115,877	112,874	576,718
Kiang-Si	1,049,206	1,100,212	3,492,964
Kiang-Su	3,135,270	3,148,288	7,798,039
Kirin	781,532	761,700	1,061,474
Kuang-Si	542,577	560,504	1,991,856
Kuang-Tung	2,136,148	2,050,017	8,127,174
Kuei-Chow	261,487	291,339	995,890
Shan-Si	883,208	1,006,524	2,578,000
Shan-Tung	1,798,469	1,239,799	5,132,615
Shen-Si	344,915	341,220	1,791,598
Suei-Yuan	40,331	40,331	76,890
Szu-Chuan	2,131,164	2,067,521	5,397,454
Yun-Nan	1,128,371	1,072,866	4,017,336

School finance unit

Income 100,000

Expenditure 100,000

Productive property 1,000,000



A comparison of the income, expenditure, and the productive property of all schools in different provinces of China in the year 1915.

from the long course of the normal school are required to teach seven years in schools to which they may be assigned; self-supporting students are required to teach three years. Students of the short course should teach two years.

The graduates of the girls' normal schools are required at the end of the course to teach five years, in case of the government students; three years in case of self-supporting students; and two years in case of the students of the short course. Should any graduate refuse to tender this service, he must pay to the school the full amount of money expended in his education in the normal school. After giving the required service, the student may enter the higher normal school or any other higher institution, if he so desires.

Graduates of the higher normal schools are required to serve a period of five years. After giving the required time of service, the student may enter the university for further study, if he so desires.

The graduates, either of the boys' normal schools or of the girls' normal schools, may be excused, if sufficient reason is given and accepted by the proper authority.

B. Thus far for the training of teachers in the normal schools. Attention should now be called to the teachers' training schools. These constitute the second group of institutions organized to contribute to the solution of the problem of supplying teachers to the different types of schools. These schools may be divided into two classes, namely the general and the professional(C:[illegible],No.18,'15).

The aim of the general teachers' training schools is to give a normal course to those who cannot enter other schools on account of advanced age. Those admitted into such schools are men between twenty-five and forty-five years of age, having a good knowledge of Chinese literature. The course covers only one year. After completing the one year course and successfully passing an examination given by the commissioner

of education or his representative, the candidate is given a certificate and is permitted to be engaged as an assistant teacher in an elementary school which is generally under the direct control of the commissioner of education.

The aim of the professional teachers' training schools is to train teachers for vocational schools(3:1,No.6,'16). Graduates of the middle schools and normal schools are qualified to enter such schools. The students do not pay tuition fees. The graduates of the professional teachers' training schools are required to teach for not less than three years in some schools to be determined by the Ministry of Education or by the commissioner of education of the province. In case they refuse to render the service, they have to return to the government the full amount of money spent for their education. Students in the teachers' training schools are also required to teach for practice in the normal schools established especially for practice teaching in the teachers' training schools. The curriculum covers a period of two years, and the following subjects are offered(11:31):

1. Metal work.	2. Wood work.
3. Dyeing.	4. Machine weaving.
5. Pottery.	6. Varnishing.
7. Applied chemistry.	8. Mechanical drawing.

The statistical report of the teachers' training schools is included in the normal schools report. The number of students and graduates of the teachers' training schools is very insignificant. In 1916 only a few provinces reported the number of graduates of the normal and teachers' training schools. The Ministry of Education, in 1918, gave out only a general report of the graduates of all the schools of China, which is given on the next page in the way of comparison with the numbers of schools and students of the different provinces(6:31,No.1,'18).

The following table gives the figures which are represented in the form of a diagram on the next page(5:6,No.1,'13):

Province:	No. of: Schools.	Pupils.	Graduates.
An-Hui	1,457	52,010	1,699
Che-Kiang	6,161	273,459	13,604
Chih-Li	11,464	279,459	21,730
Ching-Chao	1,119	38,066	2,760
Feng-Tien	4,447	158,319	15,371
Fu-Kien	980	59,649	6,618
Hei-Lung-Kiang	320	11,627	636
Ho-Nan	4,670	180,916	10,165
Hu-Nan	4,079,	225,306	8,634
Hu-Pei	7,992	305,312	10,619
Hsin-Kiang	60	1,802	---
Jehol	409	8,954	196
Kan-Su	1,045	38,910	947
Kiang-Si	3,142	115,011	4,150
Kiang-Su	5,343	236,351	12,116
Kirin	471	21,607	3,478
Kuang-Si	1,531	68,330	4,415
Kuang-Tung	3,940	151,507	13,450
Kuei-Chow	1,038	37,483	2,618
Shan-Si	5,773	161,496	9,830
Shan-Tung	5,196	118,760	7,348
Shen-Si	2,011	53,667	1,674
Suei-Yuan	90	2,705	----
Szu-Chuan	11,963	341,637	14,085
Yun-Nan	3,953	170,462	7,257

Chart 7

A comparison of the numbers of schools, pupils and graduates in different provinces of China in 1913.

Chapter 4.

Certification and pay of Teachers.

In view of the heterogeneous character of the men from whom the modern schools of China recruit their teachers, it is necessary to provide some system to prevent the unqualified from making their way into the ranks of the teaching corps. In 1909 the Ministry of Education issued regulations creating a system, certification of teachers for elementary schools. In the following year a certification system in the normal schools and middle schools was adopted. The power of certifying teachers is given to the Metropolitan Board of Education, in case of Peking, and to the Commissioner of Education in case of the provinces(10:167).

Some teachers are exempt from taking the examination for certification. Those who have the following qualifications may receive certificates without examination(3:48,No.8,'16):

1. Graduates of either a middle school, or any institution equal or above the standard of the middle school.
2. Those who complete a special course in science covering a period of more than three years.
3. Those possessing teachers' certificates from other provinces recognized to be one of the right standard.
4. Those possessing diplomas on graduation certificates showing the completion of a full course of study in any of the following institutions: normal schools of foreign countries whose standard equals to the normal schools of China, middle schools, or institutions either equal or above the grade of middle schools.
5. Those possessing general culture with marked ability of teaching for one or two years in one or more special branches of knowledge in some government higher elementary school.

Those who have to pass examination for certificates are as follows(3:9,No.5,'16):

Chapter 4

Description and Use of Techniques

In view of the interdependent character of the man-machine
system, a study of this nature, if it is going to be
pivotal enough to prevent the unfulfilled item waiting while two
the needs of the accounting course. It also that industry of Dimension is-
sued Application granting a [illegible] of Dimension for elemen-
tary Dobosha. In the following year a contribution system in one num-
ber [illegible] was adopted. The system is controlling
research is given to the Information Board of Dimension, in case of par-
ing, due to the loss of [illegible] in case of the physician(history)

Some investors are except that is going to be a minimum for
participation. Rules do have the following qualifications may receive
operations [illegible] [illegible]:

1. Ownership of either a single industry, [illegible] equal or
above the [illegible]

2. Those who complete [illegible] course in [illegible] having a period
of more than three years.

3. Those possessing [illegible] from [illegible] three [illegible] se-
cured [illegible] to be one of the [illegible].

4. Those possessing [illegible] on [illegible] [illegible] working
the completion of a [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
equally by the [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] either [illegible] [illegible] [illegible] [illegible].
[illegible] possessing [illegible] [illegible] [illegible] [illegible]
the one or two years [illegible] [illegible] [illegible] [illegible]
[illegible] in some [illegible] [illegible] [illegible] [illegible].

Those who have to pass examination [illegible] [illegible] [illegible]
following(2, 3, 4, 5):-

1. Those who have completed a short course in a normal school covering a period of two years.
2. Those who have completed a short course in a public normal school.
3. Graduates of teachers' training schools.
4. Those who, possessing a thorough knowledge of the various subjects taught in elementary schools, wish to teach in higher elementary schools.

Graduates of the middle schools and foreign schools are qualified for certification to teach in the higher and normal schools. Graduates of vocational schools and of other special courses in special subjects are given certificates to teach that special subject in the higher or elementary schools.

Certificates issued by examination are of three kinds, those for higher elementary schools, those for the normal schools, and those for special subjects.

Candidates who wish to teach in higher elementary schools must pass an examination on the following subjects(3:10,No.5,'16):

1. Ethics.
2. Chinese classics: principles of the Four-Books and Five-Classics.
3. Chinese language.
4. Arithmatic, including integrals, fractions, and decimals.
5. Pedagogy.
6. Chinese and foreign history.
7. Chinese and foreign geography.
8. Physics and chemistry.
9. Botany, zoology, minerology, biology, and hygiene.
10. Physical exercises: play, general and military exercises.

Those who wish to teach in elementary schools are examined on the following subjects(3:10,No.5,'16):

2.Chinese classics:general principles of Four-Books and Five-Classics.

3.Chinese language.

4.Arithmatic,including integrals,fractions,and decimals.

5.Pedagogy.

6.Chinese history.

7.Geography of China and of the world.

8.First steps in science.

9.Physical exercises.

Those who wish to teach special subjects are examined on the following subjects(3:10,No.5,'16):

1.Mathematics:algebra,geometry,and elementary trigonometry.

2.Science:physics,chemistry,biology,etc.

3.Drawing:freehand drawing and descriptive geometry.

4.Physical exercises.

5.Music:melody and principles of musical composition.

6.Manual training.

7.Fundamental principles of agriculture and commerce.

8.English:reading and composition.

Those who wish to teach in the normal and middle schools must have one of the following qualifications(11:30):

1.Graduation from a college preparatory school,technical school,or some other school of high standing.

2.Graduation from a foreign technical high school,or other school of high standing.

3.Completion of a term of service as a teacher in the lower normal,or middle school,or a school of high standing recognized by the Ministry of Education.

Those who have one of the above qualifications will be exempt from taking examination for the teachers' certificate.

Those who are required to pass an examination for the cer-

Those who wish to pass an examination for the certificate for Lower Grade Instructors' Licenses will be examined by the Minister, or a Board of Examiners appointed by the Minister, in the following subjects:

1. Reading and writing from dictation.
2. Arithmetic, including mental exercises, questions, and decimals.
3. Chinese History.
4. Outline of Geography.
5. Knowledge of China and of the Powers.
6. Text Book to be used.
7. Principles of Education.

Those who wish to teach specific subjects are examined on the following subjects (1:10, 2:8, 3:6):

1. Theory and practice of teaching, class management, and elementary Pedagogy.
2. Science: physics, chemistry, physiology.
3. Mathematics: algebra, geometry, and elementary trigonometry.
4. Physical exercises.
5. Drawing: freehand drawing and Constructive geometry.
6. Music: reading and singing of musical compositions.
7. Chinese composition and grammar.
8. Translation from a foreign text book into Chinese, and vice versa.
9. Foreign Language.

Those who have one of the above qualifications will be exempted from the entrance examination for the Teachers' course.

Those who have one of the above qualifications, and have had one year's experience in a school, or have graduated from a college or university course, must have one of the following qualifications:

1. Graduation from a high school, normal school, school of law, or other school of high standing.
2. Graduation from a foreign technical high school, or school of law, or other school of high standing.
3. Completion of a term of service in a Yamen in the Home Service, or in a Consular Service, or in the Home Service, or in a Consular Service, or in the Home Service, or in a Consular Service, or

tificate to teach in the normal and middle schools are(11:52):

1. Those who have completed special course in any higher normal school of China, and graduates of other schools of equal standing.
2. Graduates of foreign technical high schools, who have not successfully passed the examination given by the Ministry of Education.
3. Teachers and other educational officers of the normal and middle schools, or other schools of equal standing.
4. Graduates of the normal schools who have completed the required term of service in an elementary school or other school of equal standing.
5. Those who have written text-books suited for the use in the middle schools, which have received the recognition and approval of the Ministry of Education and circulated for use.
6. Those who, possessing certificates to teach a special subject in the normal and middle schools, wish to teach other subjects.
7. Those who are specialized in some particular branch of science and at the same time thoroughly familiar with the principles and methods of education.
8. Military officers and others who are well versed in physical culture.

Those who have to pass the examination for the teachers' certificate are examined on the following subjects(11:54):

1. Morals.
2. Education.
3. Chinese classics.
4. Chinese literature.
5. Foreign language.
6. History and geography.
7. Mathematics.
8. Government and politics.
9. Physics and chemistry.
10. Natural sciences.
11. Agriculture.
12. Commerce.
13. Manual training.
14. Physical exercises.
15. Writing characters.
16. Drawing.

Examination of teachers takes place once every year. If there is urgent need of teachers special examinations may be held, after

receiving the approval of the Ministry of Education at Peking. The date of the examination and the subjects to be examined are made known three months prior to the date of examination(3:9,No.5,'16).

With a view to encourage men to enter the teaching profession, the government has adopted a system which gives the teachers many financial and other privileges. According to the provision of this system teachers are to be treated as persons of official rank. Upon the completion of a term of satisfactory service a teacher shall receive a certificate of merit from the proper authority to be issued upon the receipt of report to that effect from the school concerned. The possession of this certificate entitles the teacher to teach without further certification. Those who fail to receive a certificate of merit upon the completion of a term of service have to pass another examination before they are allowed to teach. The teachers who have satisfactorily taught for a term of five years are entitled to a sum of money equaling one-third of their annual salary(3:15,No.3,'14).

Teachers under the old system of education were satisfied with a small income. Teachers who are teaching in modern schools expect to receive a much larger salary. So far no uniform system of paying the teachers has been adopted. Pay varies with locations. According to the report of the Kuang-Tung Province the teachers of the middle and normal schools are paid according to hours of work. The teachers are classified into three ranks, namely A, B, and C(3:6, special No., '16).

Teacher of A rank receive five dollars each hour per week.

Teachers of B rank receive four dollars each hour per week.

Teacher of C rank receive three dollars each hour per week.

The Province of Hu-Nan adopted a salary schedule based on the number of recitation hours of which the teacher is in charge. The schedule is as follows(11:50): for teachers of higher elementary and middle schools each hour per week is paid $4.00 to $6.00 per month; teachers

in the elementary schools receive a sum ranging from $1.50 per month for each hour per week.

On the next page a comparison is made between the number of teachers and the number of administrative officers. This reveals the fact that the number of the administrative officers in some provinces is almost as large as that of the teachers, namely, Chih-Li, Ching-Chao, Shan-Tung, and Shan-Si. It means waste of money and bad management. The figures for the Province of Kiang-Su cannot be reliable, which show unbelievable difference. In China, many policies change rapidly. New officers like to sumbolize their advent and to emphasize the importance of their work by impressive changes. Changes which do not affect fundamental principles, but which do affect administrative methods, are frequently made. Such changes interrupt the progress of the cause of educatio. So consistency in educationalmanagement is badly needed.

The present educational condition in China certainly demands that much more should be accomplished in the direction of improving the knowledge and efficiency of those who are in the teaching service. To meet the demand, it seems necesaary to give teachers better salary. The present low salary for teachers is partly responsible for the inefficient work done by the students, which is the complaint of many educators of China. Since low salary does not attract nor encourage students to enter the teaching profession, the number of teachers has not been large enough to supply the demand. Since the salary is meagre, requirement for entering into the educational field are not strictly observed.

Generally speaking, many people have entered the teaching profession with a bread and butter conception. The great mass of the public has noreal idea as to what proper training for and adaptibility to the work of teaching mean, and does not take particularly kindly to proposals to raise and strictly observe the requirements for

in the clothing industry receive a low hourly rate (1.50 per month for four hour days).

On the next page a comparison is made between the number of trainees and the number of administrative officers. This reveals the fact that the number of the latter is nearly double the number of trainees in some provinces (Ontario, Quebec, Alberta, Nova Scotia, Manitoba, Saskatchewan, Prince Edward Island, Newfoundland and New-Brunswick). It would seem to be a case of management, rather than the province of Manpower, which could be criticized, since there is no difference. In training policies change rapidly. The officers like to justify their actual role by emphasizing the importance of their work by impressive numbers. Changes right in the effect immediately, but rather to attract administrative methods, are frequently made. Such changes increase the importance of the organization, but rarely do attract administrative methods, are frequently made. Such changes increase the importance of the organization. No consideration is evident in management is really needed.

The present educational condition in Canada certainly demands much more should be recognized in the direction of improving the knowledge and efficiency in those who are in the training service. To meet the demand, it seems necessary to give teachers a better salary. The problem for salary is certainly responsible for the inferior work done by the trainers, which is the cause of many educational failures. Time certainly does not relieve her enormous to order the teaching profession, but it does it to give time of need. Equipment for training into the profession is very inadequate. Not even a large enough to carry the load. Many of the courses are conducted in poorly ventilated, dimly lighted basements. Many of the courses are conducted in poorly ventilated, dimly lighted basements. Many of the courses are conducted in poorly ventilated, dimly lighted basements

The following table gives the figures which are represented in the form of a diagram on the next page(5:66,No.1,'13):

Province:	No.of teachers:	No.of administrative officers:
An-Hui	3,635	1,392
Che-Kiang	13,813	5,806
Chih-Li	12,978	13,363
Ching-Chao	1,031	1,579
Feng-Tien	6,174	1,618
Fu-Kien	4,172	2,381
Hei-Lung-Kiang	516	87
Ho-Nan	6,205	5,418
Hu-Nan	8,875	4,269
Hu-Pei	9,638	5,238
Hsin-Kiang	107	---
Jehol	430	210
Kan-Su	1,183	684
Kiang-Si	6,260	3,842
Kiang-Su	803	16,059
Kirin	885	386
Kuang-Si	2,725	1,487
Kuang-Tung	8,059	5,620
Kuei-Chow	2,340	1,339
Shan-Si	7,576	6,091
Shan-Tung	6,346	5,736
Shen-Si	2,434	1,839
Suei-Yuan	166	14
Szu-Chuan	15,436	10,358
Yun-Nan	5,782	3,590

The following table gives the figures which are represent-

ed in the form of a histogram on the next page (Goldwyn, 'Jo):

Procedure	Mean Reaction Time	Standard Deviation
Ant-Ant	0.654	0.302
Che-Tuna	1.0,814	0.606
Hunk-Ice	12.020	1.049
Pet-Dog	0.563	0.210
Tent-Tent	0.514	0.216
Ant-Ant	0.320	0.121
Pen-Ink-Ink	810	32
Pen-Pen	0.856	0.301
Ink-Ink	0.854	0.301
Ink-Pen	0.866	0.304
Pen-Ink	0.8	0.3
Ink-2	0.7	0.3
Pen-Pen	0.7	0.3
Tent-Ink	0.80	0.3
Ink-Pen	0.8	0.3
Pen-Pen	0.8	0.3
Pen-Ink	0.8	0.3
Ink-Ink	0.8	0.3
Ink-Pen	0.8	0.3
Pen-Pen	0.8	0.3
Ink-Ink

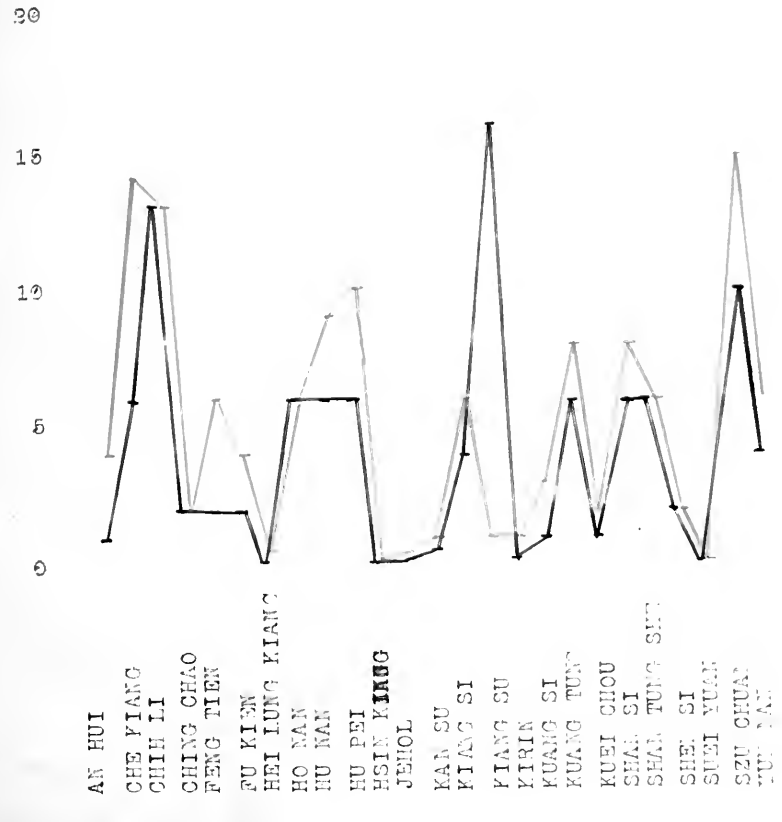
Chart 8

School authorities — Unit

Teachers ——————— 1,000

School managers ——————— 1,000

A comparison of the numbers of teachers and administrative officers in all the modern schools in different provinces of China in the year 1913.



admission to the teaching work. As a matter of fact higher pay and higher standard are practically inseparable, and higher pay must precede or accompany an increase in requirements. In short, the teaching profession should be well compensated according to the efficiency and knowledge of the teachers; and there is prospect in China that the teachers will be required to improve their knowledge and efficiency, for which they will be better paid.

Chapter 8.

Conclusion.

The foregoing chapters have tried to show how China has commenced to solve the problem of supplying teachers to her newly established schools. Owing to the sudden introduction of modern educational system, she had been unable to get enough efficient teachers for her schools; and, as a consequence, she had to recruit teachers from various outside sources. In the meantime she has commenced to train teachers herself, through the establishment of normal schools and teachers training schools. In order to eliminate the unqualified from entering into the teaching corps, the certification system has been adopted. In order to encourage students to enter the teaching profession compensations have been made for the work of the worthy.

When one looks back to twenty years ago, one feels satisfied with the present educational conditions of China. Since the system has been in operation only twelve years, it is bound to have many imperfactions. When one notes the number and variety of schools established, the aim China's people have given by private gifts and contributions, their enthusiasm for the new system, and the thousands of boys and girls attending schools, both in China and in foreign countries, one realizes that what China has accomplished in so short a time is tremendous.

When considering the education for women, one also feels hopeful for China and China's future. China has ever since the introduction of the new educational system been giving much emphasis on the education of girls. China is now conscious of the fact that she needs women, who have come from the higher institutions; because only the highly educated can save China from weakness. The crying need is for more and better normal schools, normal schools of the higher type. At present moment such schools are few in number, and the number of normal schools for girls is far from being significant and sufficient. Moreover, the per-

Conclusion.

The foregoing objections have arisen to show that the Chinese Government to solve the problem of supplying herself to her nearly unlimited demand. Owing to the rapid introduction of modern education, person, who has been unable to get enough efficient teachers for her schools, to a disadvantage, she has to recruit teachers from various quarters. The Chinese who has graduated in their homeland, through the possibility of normal schools and theories training for schools. In order to eliminate the unqualified from entering into the teaching corps, the certification system has been adopted. In order to encourage students to enter the teaching profession, scholarships have been made for the needy of the normal.

When one looks back to twenty years ago, no Chinese certified with the ordinary educational qualifications of China. Since the system in operation only twelve years, it is hoped to have many improvements. Then one notes the number and variety of the normal schools, one can safely say people have given up entertaining the old ideas, their entrance for the new system, and the numbers of boys and girls attending schools in China can it foretell. Education, modified what China can be defined in a short time to accomplish.

Then considering the extension for women, one finds hopeful for China and China's future. China has ever risen to greatness of the new China depends upon their getting the education on the same plan of life. China is now succeeding if the best that she needs to do, to have some China from the higher specialization only the highly educated women. The original need is for more women normal schools, normal schools of the highest type. It cannot become such schools by law in twenty, and the number of which schools for girls during any one year. Otherwise, the re-

centage of women in the number of those who are teaching is very small. This is because the social conditions in China have not been favorable to the employment of women in public schools, except in those established exclusively for girls.

In conclusion, I have the confidence and faith that China can work out her salvation, if China be given time to develop. China has shown the world that she changed her educational system which was many centuries old, at a single stroke, and is now engaged in developing a new system for the enlightenment of her people and for the peace of the whole world.

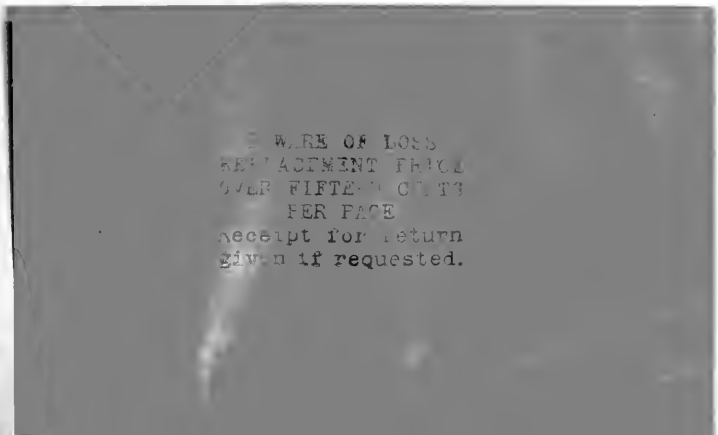
Bibliography.

Original sources.

1. Chang, Chih-Tung, China's Only Hope. 1900. F.H. Revell Co.
2. Educational Ordinance (in Chinese) 1912-1917. Peking, China. (Title in Chinese: Chiao Yu Pu Ling).
3. Educational Report of Ministry of Education (in Chinese) 1913-1916. Monthly issue. Peking, China. (Title in Chinese: Chiao Yu Kung Pao).
4. Official Report of Board of Education (in Chinese) 1906-1908. Peking. (Title in Chinese: Hsueh Pu Kuan Pao).
5. The First Educational Statistical Report of China's Republic (in Chinese). 1913. Peking, China.
6. Yung Wing, My Life in China and America. 1909. H. Holt & Co.

Secondary sources.

7. China Mission Year Book. 1913. Shanghai.
8. Eliot, Charles W. Some Roads towards Peace. 1913. Carnegie Endowment for International Peace, Washington D.C.
9. King, H.E., The Educational System of China as recently reconstructed. U.S. Bureau of Education, Bulletin No. 15, 1911.
10. Kuo, Ping-Wen, The Chinese System of Public Education, 1915. Columbia Univ
11. Kuo, Ping-Wen, Teachers for Modern Schools of China, 1912. Columbia Univ.
12. Lewis, Robert E., The Educational Conquest of the Far East. 1903. F.H. Revell CO.
13. Mott, Johu R., The Chinese Student Migration to Tokyo, 1908. New York Foreign Department International Committee, Y.M.C.A.
14. Pott, F.L.H., The Emergency in China, 1913. New York Missionary Educational Movement of the U.S. and Canada.
15. The World's Chinese Students' Journal, Vol. 3, No. 1. Shanghai.
16. North China Herald, March 16, 1906. Shanghai.
17. Reinsch, P.S. Intellectual and Political Currents in the Far East, 1911. Houghton & Miffin Co.


E WARE OF LOSS
RE/ACEMENT PRICE
OVER FIFTE' CENTS
PER PAGE
Receipt for return
given if requested.

LIBRARY OF CONGRESS
0 019 744 773 4